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ABSTRACT

The report describes the step-by-step method used to design and implement a resource room program for 157 special needs children (elementary level) at the Abraham Lincoln School in Revere, Massachusetts. It is noted that a special needs committee investigated programs in operation throughout the state, researched special needs programs utilizing ERIC (Educational Resources Information Center), and consulted with representatives of the State Department of Education's Division of Special Education. Program development is reported to include establishing a resource room rationale, interviewing and hiring a resource room teacher, selecting and equipping an area to be used as the resource center, defining the objectives and goals of the program, utilizing parents and students as teacher aides, and organizing regular education teacher seminars. It is explained that a monitoring system insuring the initiation and maintenance of educational plans was developed. Described are three step-by-step procedures and the testing instruments used by the resource room team in the pre- and posttesting of three typical children. Evaluation showed that of the 157 children enrolled in the program, 41 were mainstreamed into regular classrooms by the end of the school year. Included in the appendixes are such items as teacher notices, parent notices, testing instruments, curriculum materials, an on-site evaluation, forms used for program services, and photographs of the resource room. (Author/SBH)

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Designing and Implementing a Resource Room Program for Children with Special Needs

by Rocco J. Malfitano[1]

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INTRODUCTION

Special Education research and literature continually emphasizes the need for schools to develop delivery systems that will allow special needs children to be taught in regular education programs. This philosophy is further supported by political and social legislation.

The alternative approaches in programs for children with special needs is rapidly becoming a reality. Many states are mandating educational programs that will identify those children who have special needs; diagnose, evaluate, and propose programs to meet those needs, and arrange for the provision of such programs.

This practicum report describes one such program--the Resource Room.

The author of this report is indebted to William J. Hill, Superintendent of Schools, Aurelius P. Mattera, Assistant Superintendent of Schools, and Daniel Driscoll, Special Needs Administrator, for their assistance in monitoring the practicum effort during its execution, as well as to Janice Carbo, Learning Disabilities Coordinator, for her interest and helpful suggestions.

DESIGNING AND IMPLEMENTING A RESOURCE ROOM PROGRAM FOR CHILDREN WITH SPECIAL NEEDS

STATEMENT OF PROBLEM

In 1972 the state legislature adopted a comprehensive special education law known in Massachusetts as Chapter 766 of the Acts of 1972. The law went into effect in the school year beginning September 1974. The law is based on the premise that labels tend to stigmatize.....that educational plans must be founded on a complete understanding of needs.....that public schools have a responsibility to provide appropriate educational services to all children. Under Chapter 766 the local system must provide prescriptive programming for children with special needs.

Who are these children? They are children who exhibit special needs due to difficulties in one or any combination of the following areas: vision, audition, speech, cerebral or perceptual functions, physical mobility, social/cultural background, behavior, and mental development or maturation.

In order to comply with the law, the Revere School Committee hired a large number of special teachers in the areas of reading, speech and language therapy, and learning disabilities. The hired specialists were placed under the direction of the Superintendent, who in turn assigned the new specialists to the Directors

of Reading, Speech, and Learning Disabilities for distribution of services to all schools.

Having observed the program for two years as primary administrator and coordinator of special need services in my building, it was my firm conviction that the specialist services provided were critically inept. They were totally fractionated in terms of both maximizing services in behalf of the special needs child and fulfillment of the objectives of the particular educational plans. Plans were either not implemented, partially implemented, or implemented with no relationship to the regular education program (one of the prime tenets of Chapter 766), due in essence to the uncoordinated and non-communication linkages between specialists and teachers, specialists and administrators, and most importantly, between the entire educational service delivery team and parents.

Having advised the Superintendent of Schools of this critical program delivery and communication breakdown in February 1976, permission was granted for me to select a committee to take an in depth look into the special needs services in our schools, specifically the Lincoln School, to identify and document program weaknesses, and make recommendations for an alternative program that could be implemented at the Lincoln School as a pilot program.

The selected committee under my direction was comprised of two classroom teachers, the special needs administrator, learning disabilities teacher, speech teacher, reading teacher, special education teacher, media specialist, two parents, and the Director of Public Relations.

As an outgrowth of three months of meetings, visitations and

research, the committee presented the following findings:

1. That the special needs program goals were undefined.

2. That at least 60% of Lincoln School pupil educational plans were not being followed as written.

3. That educational plans for seven pupils had not been implemented at all.

4. That communication between the administration, specialists, teachers, and parents was minimal.

5. That pupils who were cored but not identified as learning disabled had no special tutoring service available to them even though the educational plan stated such a need.

6. That teacher-specialist understanding of the pupils special needs and consequent corrective instructional interventions and techniques were dissimilar and unrelated thereby further confusing and summarily reinforcing failure with the involved special need pupil.

7. That special needs program accountability was totally lacking.

8. That following a core there was minimal parent involvement.

9. That teachers responded negatively to the present special needs program.

10. That facilities for special teachers were inadequate.

11. That of the 98 pupils serviced by the reading teacher during the last two years (1974-76), only nine pupils were mainstreamed into the regular classroom.

12. That of the 47 pupils serviced by the learning disabilities teacher during the last two years (1974-76), only two pupils were mainstreamed into the regular program.

13. That of the 40 pupils serviced by the speech teacher during the last two years (1974-76), only two pupils were mainstreamed into the regular program.

RESEARCH TO DEVELOP STRATEGY

Upon completion of an in-depth analysis of the findings, the committee initiated a research phase whereby all facets of the special needs programs were investigated. The research concentrated on current programs conducted throughout the Commonwealth of Massachusetts. The committee was then able with the assistance of the State Department of Education, Division of Special Education to visit state-wide special needs programs.

The visitations elicited current trends in such program areas as:

1. Academic integration of children with special needs.
2. Speech and language therapy.
3. Individualized learning.
4. Learning disabilities.
5. Corrective reading.
6. Learning resource centers.
7. Meeting needs of pupils through media.

PLAN FOR REVIEW OF LITERATURE

Having researched the special needs program areas, communicated and visited other school systems with similar programmatic problems, and having intensively reviewed current local, state, and national publications, re: special needs program delivery models, it was agreed by the committee that the Lincoln School might best solve its present problems by studying, analyzing and implementing a model resource room educational program reflecting the identified pupil special needs within grades K-6.

The committee then turned all of its energies toward the investigation of a so-called resource room. An ERIC search was completed in which 53 citations were printed on resource rooms, in service and simulation. These printouts were of great value in helping the committee to examine and discuss each of the alternative resource room models available. Although none appeared to specifically meet the Lincoln School needs in total, it was determined that the best aspects of each model could be used and adapted to fit into a newly designed Lincoln School resource room. The primary challenge came to fore; to design and implement a resource room program that would insure each special needs pupil his/her basic right--a right to be educated in accordance with his/her individual needs.

OBJECTIVES OF THE PRACTICUM

1. To have the Special Needs Committee, by June 1976, select and develop a resource room strategy.

2. To establish a rationale for the resource room program's adoption to be presented to the Revere School Committee by July 1976.

3. To interview and hire a resource room teacher by August 1976, who along with tutoring youngsters in areas not covered by the specialists, will be responsible for implementing each child's educational plan.

4. To select and equip an area of the Abraham Lincoln School as a resource center by August 1976, which will provide an advantageous learning environment for learning disabilities, speech, reading, and resource room teachers.

5. To define in writing the goals of the Special Needs Program at the Lincoln School by September 1976.

6. To develop and provide regular education teacher training seminars in the area of special needs in order that regular education teachers clearly understand the tasks they will be asked to perform. (July-December 1976)

7. To develop a monitoring system at the Lincoln School for special needs children insuring the initiation and maintenance of pupil education plans by July-November 1976.

8. To develop, by September 1976, a resource room schedule which will insure proper planning and communication/consultant periods between and in behalf of parents, specialists, teachers, and administrators.

9. To plan, develop, implement, and evaluate an orientation, visitation and dissemination program for the model resource room for administrators, teachers, parents, and pupils, which will make clear the resource room function and goals. July 1976-January 1977

10. To implement, by September 1976, a teacher aide program utilizing parents and junior high pupils as tutorial

assistants under the direction of the resource room teacher.

11. To have by October 1976, approved educational plans written for Lincoln School special needs pupils implemented.

12. By January 1977, teachers and parents of children with special needs will respond positively to the resource room concept as measured by a locally developed Likert Scale.

13. By January 1977, special needs pupils will respond with interest to the resource room as measured by a locally developed attitudinal inventory.

14. By June 1977, at least 25% of the Lincoln School pupils presently enrolled in the Special Needs Resource Room Program will be fully integrated back into the classrooms.

PROCEDURES FOR ACHIEVING OBJECTIVES

Development of Resource Room Strategy

The Special Needs Committee investigated special programs currently in operation throughout the Commonwealth of Massachusetts. The State Department of Education, Division of Special Education, assisted the committee in locating literature and programs which would be helpful in the development of a resource room strategy.

Visitations:

1. Hajjar School, North Billerica, Massachusetts.
   A program to integrate children with special needs into the educational mainstream. Program allows children to have academics in one room with three special education teachers. Children would report to their regular class for all special area subjects; i.e., art, music, and physical education. The entire elementary special needs population were gathered in this one school as a means of providing increased services and concentrated instruction.

2. Governor John Carver School, Carver, Massachusetts.
   A perceptual motor training program operates in this school utilizing the services of two reading specialists and one physical education teacher. Pupils with gross-motor problems spend 45 minutes/week with this group. Activities include marching, jumping, skipping, etc.

   The fine-motor unit is conducted by the art teacher. Format for this section includes cutting, weaving, handwriting, etc.

   The visual-motor section of the program is highly structured. This area is conducted on an individual basis. These activities teach the child how to control his body movements with the use of his eyes.

3. Stowe and Bolton Public Schools, Stowe, Massachusetts.
   A program was developed in this district by the speech

department. In an effort to trim costs, the department developed a "Making Your Own Speech Therapy Games." The children develop their own letters by using oak tag and a pair of scissors. The goal is to have children learn eye-hand control as well as good speech.

4. Forest Street School, Whitman, Massachusetts. A resource program was developed to provide for individualized learning lessons. This program is one of visual materials with question sheets. The program is structured to allow pupils with special needs who require individualized work to utilize materials developed to any particular grade level.

Although these visitations were very interesting and informative, the committee found that the programs operating in these communities were very similar to the program currently operating in Revere.....fractionated and uncoordinated services with little, if any, communication between the specialists, teachers, administrators, and parents.

The committee at this point turned all of its energies toward the investigation of special needs resource rooms through an ERIC search. The search produced 53 citations; the following six alternative models were reviewed for their appropriateness in meeting our identified needs:

Carole K. Post[1] describes and evaluates four alternative tutoring models for delivering supportive educational services to elementary grade learning disabled children in regular classes in a St. Paul, Minnesota, elementary school. The four models described were: the one-to-one tutoring model, the rotating learning stations model, the open skills scheduling model, and the high intensity

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[1]Carole K. Post, The School Resource Program: Alternative Tutoring Models for Delivering Supportive Services to L.D. Children in Mainstream Education (ERIC Document Reproduction Service, ED 113 868, 26 February 1976), p. 14.

learning system model.

The one-to-one tutoring model needs little explanation other than the fact that the tutor component can be varied to encompass peers, parents, teacher, or resource room staff. Our committee rejected this as a model to fit our needs.

The rotating learning stations model was a teacher-directed small group model. Three trained aides and nine children in a ratio of 3-1 would spend 15 minutes together and then rotate to the next station for a total of 45 minutes for one week. The program was supervised by a trained resource room teacher who provided materials and instructions in reading and spelling. Segments of this model were thought to be useful in part of our model.

The open skills scheduling model was a child-directed small group model. Reading materials were worked on by a child in a semi-independent manner. Our committee rejected this model as one not able to meet our needs.

The high intensity learning system model was a highly individualized and independent learning model which permitted 20 or more pupils to be managed by one teacher. This model was utilized for reading only. Again, our committee saw this model as one which could not meet our needs at this time.

It was reported that in a two-year study comparing the effectiveness of learning disabled high school tutors with adult tutors that no significant differences were found; that in a study comparing the tutoring model with the rotating learning stations model no significant differences were found; and that a third study to determine the effectiveness of the entire resource program showed

greater than expected gains in reading, spelling, and mathematics.

The South Carolina State Department of Education[1] resource room planning model was given a great amount of time by our committee. The brief explanation of a resource room approach included concepts, goals, and function of providing a supplementary program for mildly handicapped children. Noted were the operation and facilities needed and a very interesting section on referrals, identification, evaluation, scheduling, and reporting student progress. Again, our committee saw this model as an enlightening addition to our growing reservoir of information on resource rooms.

Rainear and McCool[2] developed a learning center implementation manual for the Winslow Township Public Schools in Blue Anchor, New Jersey. The learning center project was funded by the New Jersey State Department of Education with Title III funds.

The New Jersey Implementation Manual explained how to plan, implement and evaluate an alternative learning resource center approach to mainstreaming for elementary school pupils classified as educable mentally retarded, perceptually impaired, or neurologically impaired. The overall goal of the program was to eliminate the isolation of pupils who were classified in any one of three categories. Pupils were now spending half of their school day in

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[1]South Carolina State Department of Education, The Resource Room: A Practical Approach to Providing Instruction for Mildly Handicapped Children. (ERIC Document Reproduction Service, ED 107 044, 30 September 1975), p. 7.

[2]Arthur D. Rainear and John McCool, Resource Room Approach to Mainstreaming; Learning Center: Integrated Alternative to Special Education. Implementation Manual. (ERIC Document Reproduction Service, ED 111 124, 20 December 1975), p. 7.

the learning center and the other half in their regular classroom. Their programs were developed to meet their specific needs.

Our special needs committee studied this manual intensively. We found that it was a good starting point for our resource room planning. More research was needed so that we could develop a program to meet our specific needs.

John H. Hoek[1] describes a program he developed for nine junior high schools in Portage, Michigan. His resource room program was developed for 15 educably mentally handicapped and 20 learning disabled students. The resource room model was staffed with two teachers and one aide providing assistance to students on a part or full time basis with the goal of returning the student to the educational mainstream. The teachers reorganized the curriculum to meet the student needs. The program also dealt with overcoming the negative effects of disability labeling. Procedures for student selection was also outlined.

Again, this model was studied by the committee for certain aspects which could be implemented into the Lincoln School Resource Room Program.

The Harrison School Center[2] in Minneapolis, Minnesota is located in a disadvantaged and racially imbalanced area. The resource center consists of one double-sized classroom containing instruction

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[1]John H. Hoek, Resource Room for the Educably Mentally Handicapped and the Opportunity Group Student for School Years 1972 to 1973. (ERIC Document Reproduction Service, ED 094 521, 26 November 1974), p. 4.

[2]The Harrison School Center: A Public School-University Cooperative Resource Room Program, excerpted from Alternative Instructional Arrangements, edited by Evelyn Deno, Minneapolis, Minnesota: Leadership Training Institute, University of Minnesota, 1973. p. 2.

booths, a variety of instructional material and equipment. The student population at the resource center at any one time includes 30-40 students. Five or six practicum students are assigned each quarter by the University's Department of Special Education for training. In addition to the trainees, the staff consists of two certified special education teachers and a project director. The initial placement in the resource center consists of a half hour daily for two or three weeks; this is a period of testing and evaluation. After evaluating the child, a prescriptive plan is written. Based on this plan a child can receive individualized instruction for 30 to 90 minutes daily. The remainder of the time is spent in regular education. The regular classroom teacher is given support by the resource team to maintain the child's program in the room. The resource center team has an on-going monitoring and systematic evaluation for the child's activities and progress.

Our special needs committee saw this program as a very well organized and supportive program for the child. We were very interested in the on-going monitoring and evaluation procedures used by the center.

J. Lee Wiederholt's[1] resource room model had the most influence on our committee during the research phase of the program. He says that a team consisting of the school principal, regular classroom teachers, and supportive personnel within the school should be appointed to the planning committee.

The Wiederholt resource room model is basically any special

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[1]J. Lee Wiederholt, "Planning Resource Rooms for the Mildly Handicapped," Focus On Exceptional Children, January 1974, p.2.

education instructional setting to which a child comes for specific periods of time on a regularly scheduled basis for remedial instruction. The basic difference in instruction between a resource room and a regular classroom is that the child visits the resource room only on a part-time basis, the remainder of the school day is spent in his regular classroom. All of the instruction received in the resource room is based on an identified need. This plan does not completely replace the child's regular classroom program, but it can generally serve a majority of a school's mildly handicapped student population. Resource rooms can either be "categorical" (specifically designated for emotionally disturbed, learning disabled, etc.) or the "non-categorical" type resource room (designated for children who exhibit any kind of special needs) mainly because children are not labeled. Wiederholt says that in order to implement a program, you need one or more resource teachers. These can be either regular or special education teachers. The most important qualification being that ability to cooperate and work smoothly with other teachers. Teamwork is the most important factor in the program.

Here is Wiederholt's step-by-step plan for implementing a resource team approach[1]:

> "1. A team consisting of the school principal, regular classroom teachers, resource teacher, and ancillary school personnel is appointed. The team is made up of in-house rather than district personnel, as the purpose is not labeling children but rather working out an individualized program based upon existing school resources. Initially, this resource team meets weekly. When the resource teacher achieves a full caseload the resource room is fully operational, meetings may be less frequent.

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[1]Ibid., p. 5.

"2. Three copies of the referral form are given to each teacher in the school together with specific instructions regarding completing the form and sending it to the principal. During the initial implementation of the program, the form should be clear, concise, easy to fill out and should include factors such as the child's level of performance of basic academic skills, his ability to profit from group instruction, his classroom behavior, and any additional comments the referring teacher may care to make. As the resource model becomes better understood and operational, more detailed information on the referral form may be requested.

"3. The principal records, makes written comments, and passes along the referral form with the school records of the child to the resource teacher.

"4. The resource teacher observes the child in the regular classroom and compiles information regarding his present and past performance.

"5. The team meets and decides upon the best program for the child. Some decisions that may be made are as follows:

Should a psychological or medical examination be given?

Is the child's problem of such a mild nature that the resource teacher can do an assessment, e.g., informal arithmetic inventory?

Is the child's problem of such a nature that this program should be implemented by other than the resource teacher, e.g., reading teacher, counselor, social worker, speech therapist?

What type of support does the regular classroom teacher need?

Periodic reviews of the achievement of individual children.

Any additional problem that needs a team decision."

This team approach was enthusiastically accepted by our special needs committee on May 7, 1976. Although many of these ideas were implemented into our program, this total approach had to be modified in order to meet the needs of our students.

Establishing A Rationale For The Resource Room Program

After completing the long and arduous task of visiting schools and researching the literature, the special needs committee met with specialists/directors of the programs involved (special needs, learning disabilities, speech and reading) to establish a rationale for the resource room program and to define the roles of the programs' personnel. This task was accomplished during the four-week period beginning May 10, 1976 and ending June 4, 1976.

Rationale: To provide services to our special needs children at the Abraham Lincoln School most effectively and efficiently a resource room is essential. The resource room will act as a base within the school whereby all special needs services may be provided to an increased number of pupils in a much more related-to-regular education manner. It will be essentially a place where specialized learning takes place which complements the performances demanded within regular education. The regular education classroom will serve as home base for the pupil. This will enable him to participate in all regular homeroom activities, i.e., recess, physical education, art, music, and subject areas not covered or modified by the resource room staff. The resource room will bring together the backgrounds, experiences, teaching techniques and materials of a resource teacher, a reading specialist, a speech therapist, and a learning disability teacher. Other staff members include a media specialist, a school psychologist/social worker, a school nurse, a health instructor, two physical education teachers, art and music specialists, and a bi-lingual teacher who can be

involved in resource room activities whenever it appears necessary and appropriate.

Educational plans will be carefully designed for each child with a special need by a team of specialists chaired by the principal. Each member of the team will be enabled and encouraged to make his unique contribution, working toward the common goal of creating sound programs. The objective of each plan will be to correlate resource room learning activities as closely as possible to regular classroom work, with key factors being awareness, transition, and continuity.

The resource room staff will:

1. Establish a communication linkage between specialists, administrators, classroom teachers, parents, and pupils through regularly scheduled conferences.

2. Provide the appropriate services/facilities/materials and equipment to each special needs child on the basis of each educational plan as created by the core evaluation team.

3. Organize and evaluate resource room materials and equipment for their most efficient and effective use.

The resource area will serve as a central file of records for each special needs child including:

1. A referral form stating the reasons for the child's initial evaluation.

2. Record of core evaluation (partial or full) which includes the educational plan as suggested by the core evaluation team.

3. Record of specific services provided for the child with regular (at least quarterly) progress reports from specialist and notation from classroom teacher.

4. Record of reinforcement follow-up activities provided by classroom teacher, student intern, parent, or resource room teacher.

5. Record of correspondence between school and parent regarding child's services and progress.

The classroom teacher and the parent will be aware of the specific skills being developed in the resource center at any given time through regular written communications:

For example: October 1-5. Judy Jones will review the consonant-vowel-consonant reading and spelling with the short"a" and short "i" vowel sounds:

bat (c-v-c) bit (c-v-c)

The classroom teacher and the parent can then, therefore, provide worthwhile reinforcement activities (as suggested by the resource room personnel) to review and apply the particular skill at the most significant time:

For example: Judy Jones can create a picture dictionary of short "a" and short "i" words, noting the consonant-vowel-consonant reading and spelling pattern:

hit (c-v-c) hat (c-v-c)

Each specialist will have a designated area in the resource room where children will report on a regular schedule for their special instruction. The areas will, however, be fluid and flexible, allowing the special needs children to move to and from group activities when it appears educationally and/or socially sound.

Classroom teachers will use the resource room as a center for instructional materials, a professional reference library, and an area in which ideas can indeed be shared and exchanged.

The resource room at the Abraham Lincoln School will be a place where a child can come to work comfortably at his instructional

level, utilizing his strengths to develop his weaknesses. The climate of the room will be one of success, hope, reassurance, encouragement, and recognition--a place where a child can develop his educational skills and his own self-image as well!

Roles of Permanent Resource Room Staff

Resource Room Teacher: The role and responsibility of this teacher is:

1. To implement the educational plan of each special needs child.

    a. To work with the resource room staff and the principal in the re-evaluation of educational plans for children with special needs for the school year.

    b. To work with the resource room staff and the principal in the evaluation of new referrals. To design educational plans for children with special needs.

    c. To schedule each special needs child in the resource room for the service/services to be provided by the resource room personnel.

    d. To familiarize each special needs child with the personnel, objectives, organization, materials, equipment, rules, regulations and code of behavior through an orientation program.

    e. To maintain a central file for each child in the resource room which is kept up-to-date through continuing follow-up work regarding testing, evaluation, progress in the resource room, and progress in regular classroom work. Quarterly progress reports will be submitted by specialists and classroom teachers for each special needs child.

    f. To meet weekly with the resource room specialists and the principal to monitor the initiation and maintenance of educational plans being implemented in the resource room.

    g. To guide parent aides and junior high school students as tutorial assistants in the resource room.

    h. To assist in the development of evaluation materials to measure the success of the resource room. Pupils, parents, and classroom teachers will respond.

2. To serve as a liaison between the resource room specialists and the administration, teachers, and parents.

   a. To assist in the planning, development, implementation, and evaluation of an orientation, visitation, and dissemination program for the resource room for administrators, teachers, parents, and pupils to present the goals of the resource room.

   b. To provide a resource room schedule which allows regular consultation periods between and in behalf of parents, specialists, teachers, and administrators.

   c. To assist in the development of special needs seminars for classroom teachers in order that regular education teachers clearly understand the tasks they will be asked to perform with special needs children.

   d. To develop reinforcement materials and activities for/with classroom teachers and parents to be used with special needs children to develop skills in correlation with resource room work.

3. To manage the resource room.

   a. To study resource room plans for selection of strategies which suit the needs of the special needs children in our school.

   b. To organize materials and equipment in the resource room for their most efficient and effective use by personnel.

   c. To guide all resource room children as they arrive at and leave the room in a most orderly fashion. Children will develop a sense of respect for the rights of one another if each is to use the resource room to its greatest advantage.

4. To tutor youngsters in areas not covered by specialists.

   a. To provide individualized reading instruction to children not covered by learning disability or remedial reading specialists.

   b. To provide tutorial services to children in grades K-6 in spelling and math.

   c. To provide language experience activities to children who need language development for improved regular classroom work. (This will include children from bi-lingual homes.)

d. To supplement the programs of the reading, speech, and learning disability specialists whenever appropriate.

e. To involve art, music, and physical education instructors whenever educational plans suggest such services to be beneficial to the special needs child.

Learning Disability Teacher: The role and responsibility of this teacher is characterized as diagnostician, consultant, and therapist.

1. As diagnostician, the learning disability teacher receives referrals from the school principal and immediately implements the screening and diagnostic phase of the core evaluation process. Screening procedures quite often involve an informal assessment of the student's behavior and learning patterns, usually through observation techniques. The learning disability teacher then administers a battery of standardized diagnostic tests which examine the student's intellectual potential, perceptual development and academic achievement. In concert with the administration of these tests, the teacher interprets the result. The learning disability teacher makes a preliminary interpretation of the student's test results by comparing the student's level of achievement to his intellectual potential. This comparison is generally made to determine if the student has "special needs" as defined by Chapter 766, and if so, what educational prototype must be implemented to accommodate these special needs.

2. When students have been identified as specifically learning disabled, the learning disability teacher's consultant and therapist roles are activated. Consultation will be formally scheduled with:

   a. Specific activities suggested and provided to regular classroom teachers with these activities to be hopefully implemented in the classroom.

   b. "Demonstration" lessons with the learning disability teacher working in the regular classroom instructing learning disability students or the entire class.

   c. Regularly scheduled consultation/discussion meetings between the learning disability and classroom teachers.

3. As therapist, the learning disability teacher employs a very structured, sequential and student-centered learning

environment. The program is specifically designed and directed to developing the language arts skills of the learning disabled child. All emphasis is geared to improving the visual and auditory discrimination and integration processes as they are implicitly involved and utilized in the skills of reading, spelling, and oral and written language.

Instruments used by the learning disability teacher to assess the strengths and weaknesses of the children are:

Intellectual Functioning/Cognitive Skills

1. WISC-R (Wechsler Intelligence Scale for Children-Revised) 6 years-16 years, 11 months.
2. Peabody Picture Vocabulary Test.

Perceptual Skills

1. Berea Test of Visual Memory.
2. Slosson Hand Drawing Coordination Test.
3. Frostig Test of Visual Perception.
4. Wepman Test of Auditory Discrimination.

Academic Skills

1. Slosson Oral Reading Test.
2. Durrell Analysis of Reading Difficulty.
3. Key-Math Diagnostic Test.
4. Detroit Test of Mental Abilities and Learning Aptitude.

Corrective Reading Teacher: The role and responsibility of this teacher is:

1. To give assistance to beginning teachers in grades K through 6.
2. To coordinate and distribute all reading materials.
3. To bring to classroom teacher, materials and instructional devices that will be of benefit to his or her particular level.
4. To give individual and group assistance to underachievers in the area of reading-grades 2 through 6.
5. To participate in all elementary curriculum development in the area of reading.

Instruments used by the corrective reading teacher to assess strengths and weaknesses of the children are:

1. Gray's Oral Reading Paragraphs.
2. Gates MacGinitie Reading Tests, grades 3-6 (silent)
3. Slosson Oral Reading Test.
4. Durrell Analysis of Reading Difficulties.
5. Wepman Auditory Discrimination.
6. Botel Reading Inventory.
7. McGraw Hill Diagnostic Word Perception Skills.
8. Dolch Word List.
9. Diagnostic Spelling Lists.
10. Interest Inventory.

Speech/Language Teacher: The role and responsibility of this teacher is as follows:

1. To service children in need of language therapy from grades K-6.

2. To provide for language lessons three times a week in the kindergarten with the entire class of children. Severe speech disorders on this level will be seen individually at another designated time.

3. To invite parents of kindergarten children to participate in an intensive speech and language workshop, so that they can help their children at home.

4. To diagnose and evaluate any child referred to the language pathologists by parent, principal, classroom teacher, and any special teacher for speech--articulation, stuttering, voice, and language (expressive and receptive abilities).

5. To enroll children with moderate to severe language problems on a bi-weekly therapy schedule.

6. To inform classroom teachers and parents about child's language problem and subsequent progress.

7. To screen all kindergarten children in the fall and evaluate them in the spring for speech and language development progress.

8. To screen all incoming kindergarten children in the spring registration prior to their entering school in the fall.

9. To screen pre-schoolers, evaluate their language problem and arrange for therapy on an appointment basis.

10. Anyone who has been diagnosed by the language pathologist or who has been referred to the language pathologist for a diagnosis and found to have a language problem (as cleft palate speech or a severe voice disorder) that

requires the services of a medical team shall be referred to the proper area clinic or hospital for a medical diagnosis before actual therapy begins.

a. Kennedy Memorial Hospital
b. Children's Medical Center
c. University Hospital
d. Massachusetts General Hospital

Instruments used by the speech/language teacher to assess the strengths and weaknesses of the children are:

1. Peabody Picture Vocabulary Test.
2. Goldman-Fristoe Test of Articulation.
3. Northwestern Syntax Screening Test.
4. Carrow Test of Auditory Comprehension Level.
5. Speech Department (Revere) informal pre-school screening test for expressive and receptive language as well as articulation problems.

The Resource Room Rationale and roles of the program personnel were presented to the Superintendent of Schools on June 29, 1976. On June 30, 1976, the Superintendent recommended the program's adoption to the School Committee.

Interviewing and Hiring a Resource Room Teacher

The state requirements for a resource room teacher certificate are relatively new. Resource room teachers are responsible for providing on-going support and in-service training for regular classroom teachers to assist in providing appropriate educational opportunities for children who are integrated into regular classrooms more than 75% of the time. The resource room teacher must be competent to work with children with diverse typologies of educational needs. Major emphasis is placed on competence in working effectively with adults, as well as with children. A thorough knowledge of regular classroom materials, curricula, and management is also required. In addition, the resource room teacher must be competent

in facilitating change processes in public school systems. It should be emphasized that the resource room teacher is to be considered primarily as a teacher of children and adults rather than as an administrator.

Course and experience requirements:[1]

1. Bachelor's or higher earned degree.
2. Massachusetts elementary, secondary, or special subject certificate.
3. A course in child growth and development.
4. A course in learning theory and its application.
5. A minimum of six courses covering the following areas:
   a. The influence of developmental deviations on growth and learning.
   b. Observation, recording, and analysis of children's behavior and environments (including formal and informal assessment, criterion-referenced and norm-referenced techniques).
   c. Generic role--consulting and interpersonal skills.
   d. Development of an individualized educational plan (including selection, adaptation, and design of educational materials and curricula and task analysis).
   e. Behavioral and classroom management.
   f. Program evaluation for decision making (including training in the application of research findings to special education programs).

Keeping the state requirements and the resource room rationale and role developed by the committee in mind, I proceeded to interview candidates for the resource room teacher position. During

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[1]Requirements for Resource Room Teacher as set by the Massachusetts Department of Education, Division of Certification and Placement, Boston, Massachusetts.

the interviews my questions to candidates centered around Hammil and Wiederholt's[1] suggestions that the resource room teacher must possess three particular kinds of ability:

1. The ability to individualize instruction for children referred to the resource room.
2. The ability to assess specific educational and behavioral problems and needs.
3. The ability to work closely and harmoniously with other teachers and staff members.

The candidate selected for appointment, Mrs. Corinne Collar, possessed the three kinds of ability in addition to meeting all state requirements.

She was appointed the Abraham Lincoln School Resource Room teacher on August 11, 1976.

Selecting and Equipping the Resource Room

The planning committee utilized the Massachusetts Area Learning Resource Room Simulation Model[2] as an aid for the planning and development of an area which was best suited for the resource room program. By utilizing the model, the committee was able to relate the variables present in curriculum and instruction, in grouping modes, in individualized instruction, in team teaching, and in multistaging and other abstract concepts. The committee was able to add symbols representing specific equipment and people.

The physical model gave the committee the opportunity to conceptualize their views in an appropirate environment. The

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[1] Donald E. Hammil and J. Lee Wiederholt, The Resource Room: Rationale and Implementation (Philadelphia: Buttonwood Farms, 1972), p. 46.

[2] Massachusetts Area Learning Resource Center A.L.R.C. and Regional Resource Center R.R.C., Division of Special Education, Massachusetts Department of Education.

simulation helped to open lines of communication between teachers, administrators, and specialists as they translated values, interests, and expertise into an actual operational plan. The committee used the model to:

1. Allocate space.
2. Determine deployment of teacher aides.
3. Examine instructional programming.
4. Plan student activity schedules and grouping modes.
5. Determine the need for additional resources.
6. Introduce compromises to make alternatives workable.

The simulation was in the form of a magnetized game board with moveable elements. With the moveable elements, committee members were able to change or modify the environment and program to meet specific needs.

The area selected for use as a resource room is centrally located on the first floor of the building. The large room (54' x 28') is unique because it has moveable walls which allow the resource room staff to divide the facility into four learning areas (27' x 14'). This arrangement allows for effective instruction for children with minimal auditory/visual distractions. The resource room, as depicted in figure 1, is used for learning disability instruction, the corrective reading program, speech/language therapy, and for tutoring in the area used by the resource room teacher. Figure 2 illustrates the resource room divided into three learning areas. Figure 3 illustrates the resource room divided into two learning areas. Figure 4 illustrates the resource room as one large area for integrated activities.

The resource room is equipped with two overhead projectors, two wall screens, a variety of tables, desks, and chairs, tape

Abraham Lincoln School Resource Room

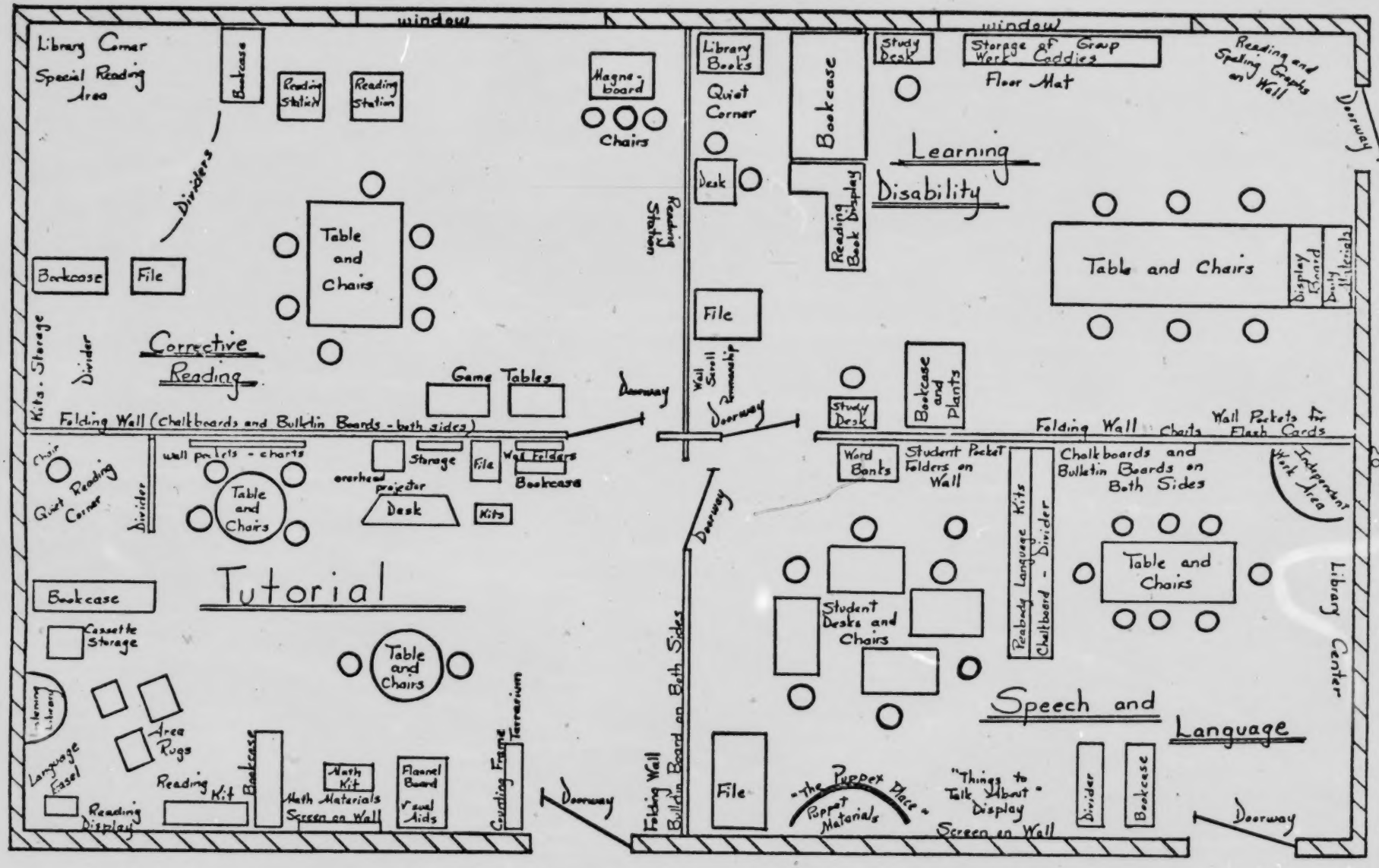

Figure 1. Resource Room divided into four learning areas.

Abraham Lincoln School Resource Room

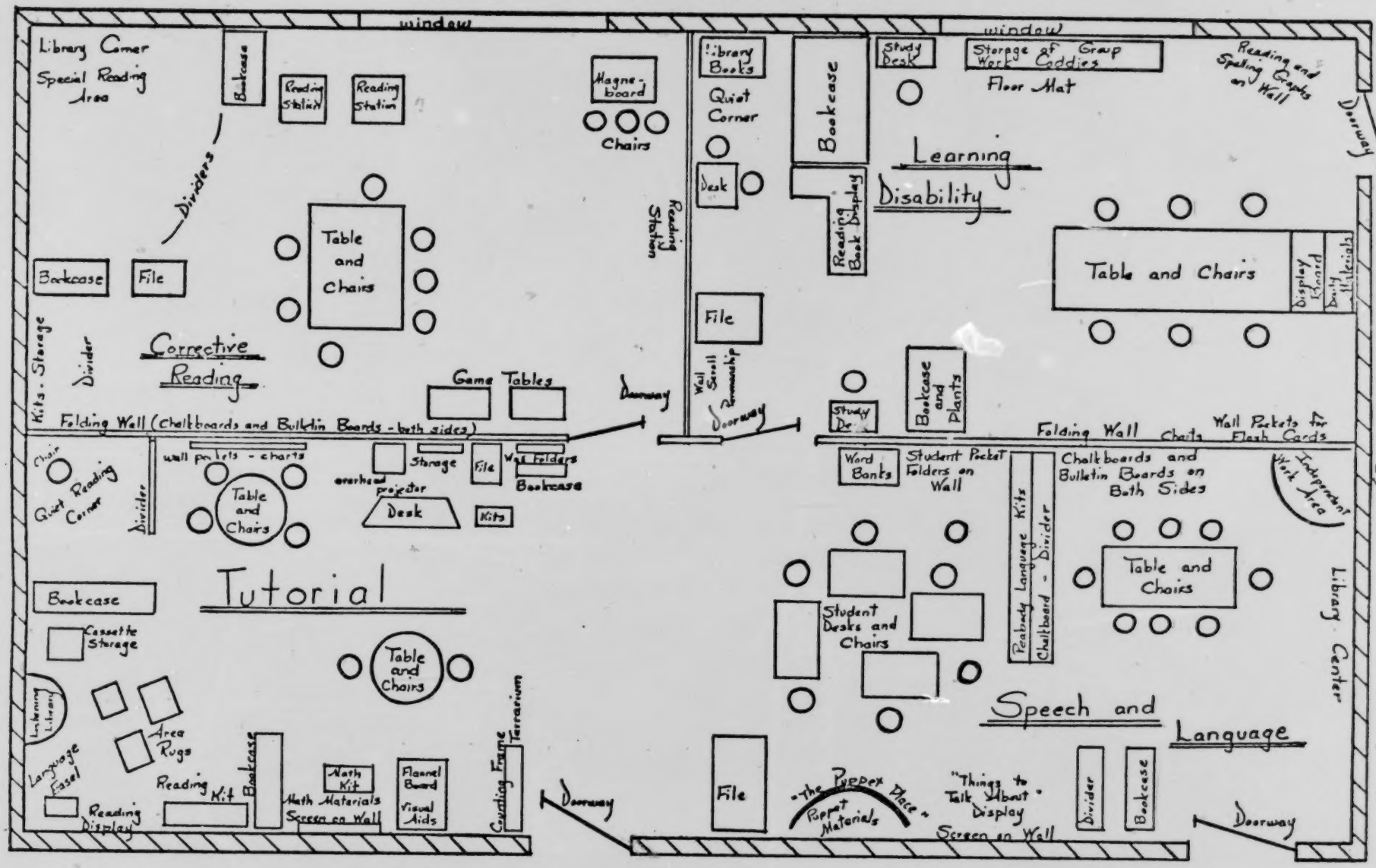

Figure 2. Resource Room divided into three learning areas.

Abraham Lincoln School Resource Room

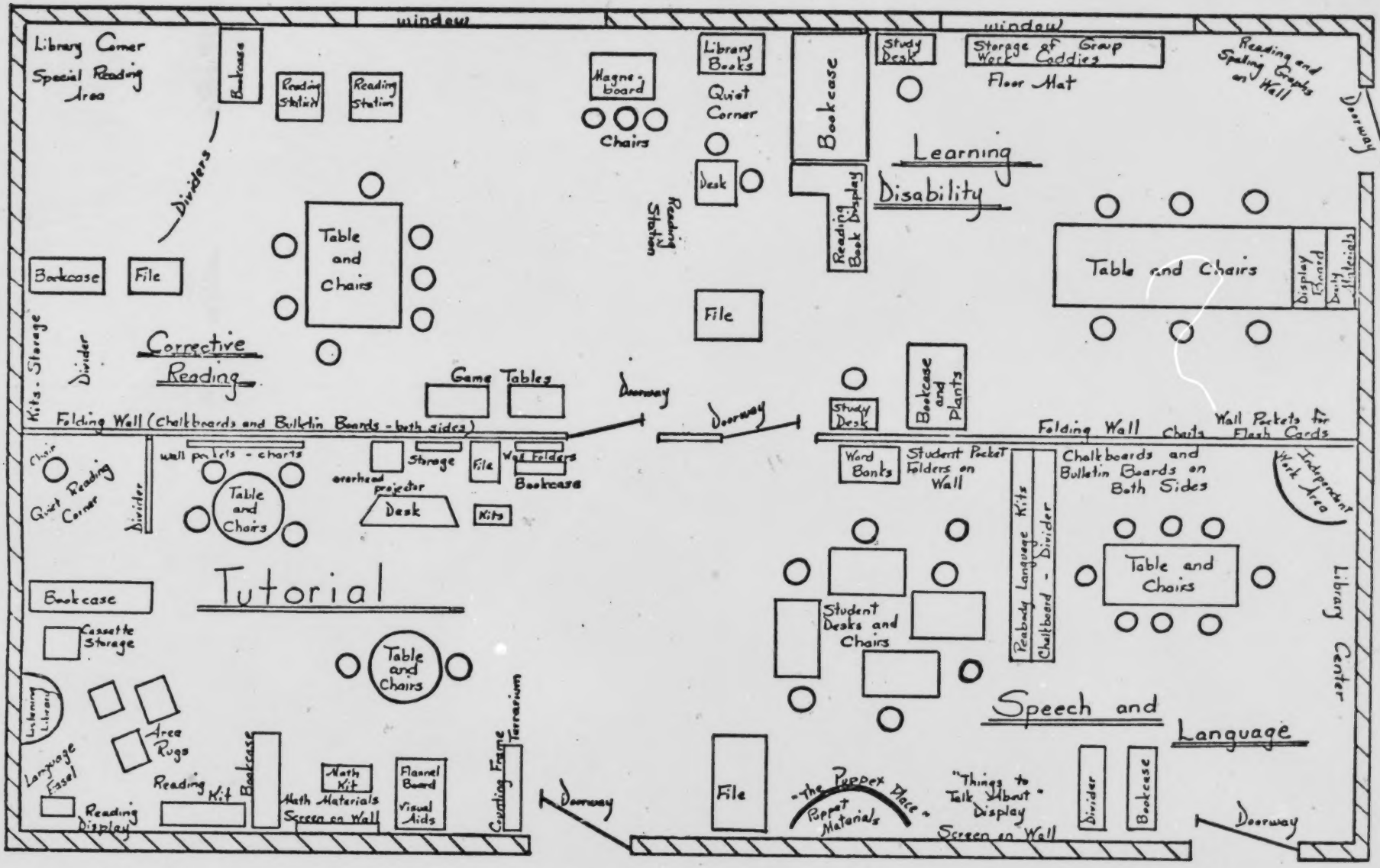

Figure 3. Resource Room divided into two learning areas.

Abraham Lincoln School Resource Room

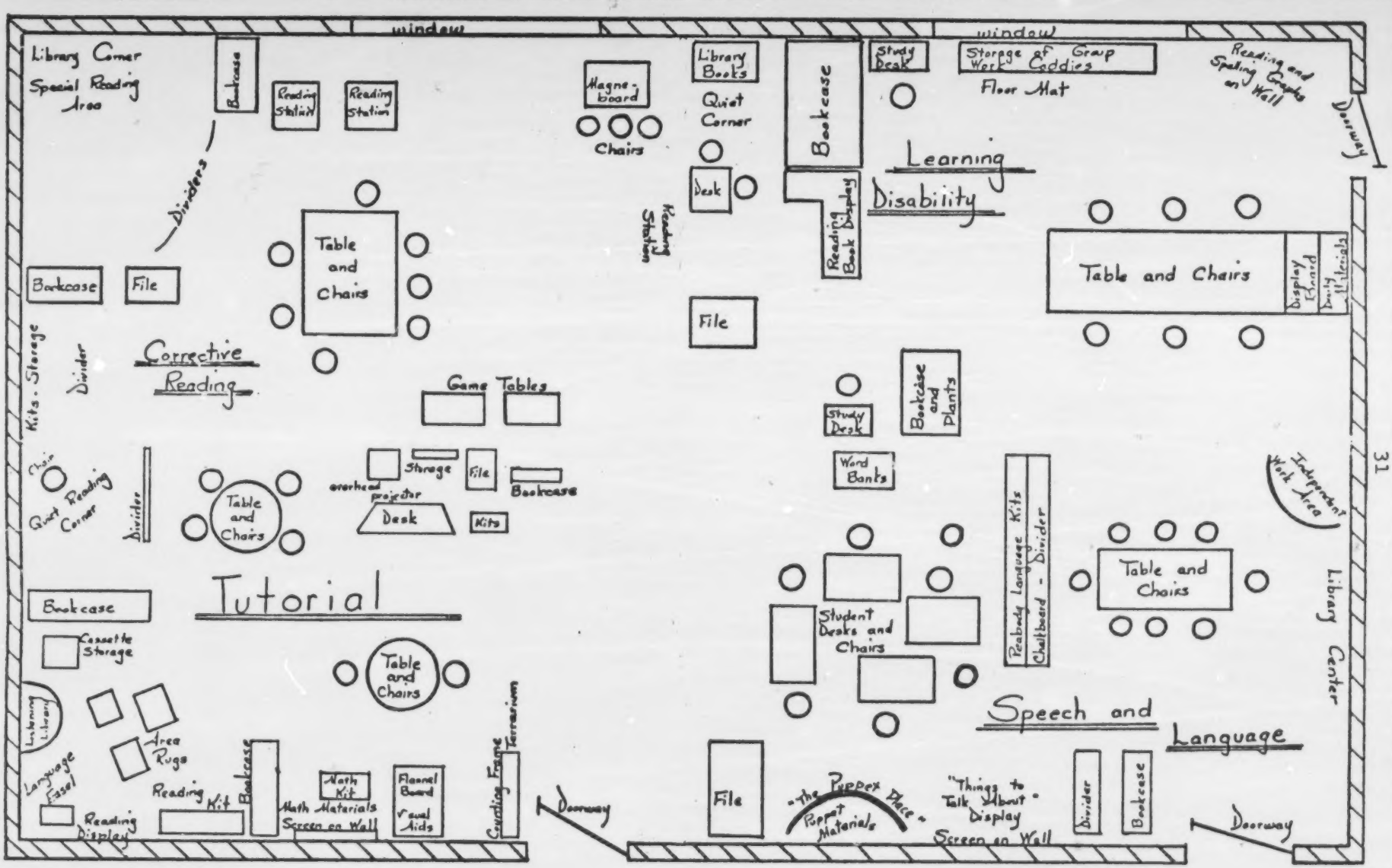

Figure 4. Resource Room used as one large learning area.

recorders for each learning area, record player, filmstrip viewer, earphones for listening stations, language master, and a mathiputer. Each of the four areas also has a four-drawer file and a two-sided metal bookcase of six shelves on each side. The room also has closed-circuit television facilities.

We have an exceptional media center in our building which provides a multitude of programs and services that are geared to providing a media approach to meeting student and teacher needs.

Students served by the resource center are also very actively involved in many media programs such as film making, camera techniques, television productions, etc., where students at all levels can work the center's equipment and materials to increase the competence of students in the communications skills areas.

Transparency making, dry mounting, laminating, opaque projectors along with a multitude of other professional services have become a way of life at the Lincoln.

Other Materials: Media Center

Cassette Tape Recorders
16 mm. Projector
Stereo Recorders
Sound-Filmstrip Cassette Projectors
Typewriters
Video Cassette Recorders
Video Cassette Players
Ektographic Visual Maker
35 mm. Camera
8 mm. Sound Camera
8 mm. Sound Projector
Diazo Developer
Diazo Printer
Sony Video Camera
Sony Video Portapack

List of Materials: Resource Room Teacher

READING

Individualized Reading Program Materials

BFA Comprehension Skills Lab - Level B
Bobbs-Merrill Developmental Texts
Harcourt-Brace - Bookmark Reading Program
Phonovisual Phonics Program
Scott, Foresman Basic Readers
The SRA Reading Program

Supplementary Reading Material

Addison-Wesley Jim Forest Readers
Barnell-Loft Specific Skills Series
Barnhart - Let's Read Series
Durrell - Speech-to-Print
Orton-Gillingham Materials
Scott, Foresman Reading Systems - Level 1

Reading Books from Ginn, Palo Alto Program
Scott, Foresman New Open Highways Program

Additional Reading Materials

Trend: Long Vowel Wipe-Off Cards
St. Regis: Phonics Bingo
Kenworthy: Phonic Flip Charts
Milton Bradley: Phonetic Word Builder
Milton Bradley: Pictures That Rhyme
Gerrard: Dolch Picture Word Cards
Dolch Sight Phrase Cards
Milton Bradley: Alphabet Cards
Phonic Rummy Games
Scrabble for Juniors
Alphabet Avalanche
Alph-A-Space Combination
DLM Materials (Developmental Learning Materials):
Phonics Refresher Course
Homonym Cards
Antonym Cards
Contraction Puzzle Boards
Vocabulary Tracks
Letter Constancy Cards

DLM Materials continued:

Word Matching Flip Books
Same or Different Word Cards
Compound Word Game
Word Hunt - Sets 1 and 2
Alphabet Flip Book

Barnell Loft:

What's in a Name? Kit
Capitalization and Punctuation Kit

Educators Publishing:

Independent Creative Ideas for Use with Specific Language Disability Children

We have a collection of Scholastic Books for independent fun reading and assorted stories with cassettes.

PLEASE NOTE: The Resource Room Teacher works closely with the Corrective Reading Teacher and Learning Disability Teachers; she borrows many of their materials whenever they seem appropriate for her students.

ARITHMETIC

Texts:

Addison-Wesley Investigating School Mathematics (with placement tests and proficiency materials; with masters to accompany text--levels 1 - 5)

We also have assorted texts from Laidlaw's Understanding Numbers and Using Numbers and Laidlaw's Spectrum Program and Materials from Mathematics Around Us (Scott, Foresman)

Kits:

BFA Computational Skills Lab
Ginn - Essential Modern Mathematics

Visuals:

SRA - Visual Approach to Mathematics

ARITHMETIC Materials continued....

Supplementary Arithmetic Materials:

- Invicta Mathematical Balance
- Math Tube and Cards
- Kenworthy Addition, Subtraction, Multiplication and Division Flash Cards
- Trend Wipe-Off Cards: sequence of numbers (2 sets)
- Instructo Magnetic Coins
- Clock Dial Set
- Telling Time Flash Cards
- Cuisenaire Rods
- Cuisenaire Geoboards and Activity Cards
- Multiplying Machine
- Dividing Machine
- Imma Whiz - 2 sets
- Math Games
- Fraction Circles
- My Fraction Book
- Assorted Unifix Materials
- Drill Tapes (basic operations) on Cassettes

LISTENING SKILLS

1. Developmental Learning Materials: Complete Auditory Perception Kit - 5 skills
2. Oregon Teaching Center: Listening Skills Development Program

SPELLING MATERIALS

selected books from:
Laidlaw - Growth in Spelling
Merrill - Spelling for Writing
McGraw-Hill - Basic Goals in Spelling

ADDITIONAL INSTRUCTIONAL MATERIALS

Calloway House: dividers, carrels, file boxes, book caddies, mini pockets, display boards, paper totes

Developmental Learning Materials:

- Eye - Hand Integration Exercises Boxes 1 and 2
- Pencil Grips
- Tok - Backs
- Spatial Organization Paper
- Pegboard Equipment
- Parquetry Blocks and Design Cards

Developmental Learning Materials continued...

Visual Sequential Memory Exercises (2 sets)
Cellophane Marking Pencils
Visual Discrimination Flip Books
Color Cued Control Paper
Vinyl Writing Boards

Flannel Board and Felt Cut-Outs

Counting Frames (1 large and 1 desk-size)

Frostig Perceptual Materials

PLEASE NOTE: We have in the Resource Room a copy of <u>every</u> text used in our school so that we cannot only be aware of what is being taught at every level but to also make it possible for us to modify regular classroom materials as well!

Supplementary Teacher-Made Materials:

A wide assortment of teacher-made materials are created to meet the specific needs of special needs students. The games, puzzles, flash cards, charts, skill books, and drill tapes have been designed to be especially multi-sensory and highly motivational.

Examples:

1. A checker game with an addition fact on one side with the sum on the other--a child can move the checker when he correctly reads and answers the fact.

2. Mobiles:

   1 for consonant diagraphs
   1 for the two sounds of "g"
   1 for the two sounds of "c"

3. A place-value pocket "computer"-- to show ones, tens, and hundreds.

Materials and Equipment: Corrective Reading Teacher

E.D.L. Controlled Reading Machine
    Film Strips
    Work Sheets
Tape Recorder
Reader's Digest Skill Builders, Levels 1 - 6
Auditory Discrimination Kit
Croft Skill Packs
    Comprehension
    Word Analysis
S.R.A. Schoolhouse
    Word Attack Skills Kit
Educational Development Laboratories
    Science
    Social Studies
Random House - Educreative Kit
Speech to Print
Reading with Phonics - Hay Wingo
Phonovisual Phonics Material
Vocabulators
Barnell Loft Specific Skills Material
McMillan Reading Spectrum
Laidlaw Reading Series
McGuffy Golden Rule Series
Scott Foresman Books
Bobbs Merrill Developmental Workbooks
Story Plays
Puzzles
Games
Teacher Constructed Materials
Dictionaries
Library Books - Reading Department

Materials: Learning Disability Teacher (Elementary)

Workbooks appropriate for the child's level
SRA
Let's Read
Sound Off Program
Selma Herr - Perceptual Communication Skills
Auditory Discrimination in Depth
Barnell Loft
Hayes Phonics
Phonetic Story Books (workbooks)
    plus other published and teacher made materials

Materials: Learning Disability Teacher continued....

A Spelling Workbook - Mildred B. Plunkett
Educators Publishing Service
Language Training for Adolescents - Dorothy ByWaters
Educators Publishing Service
Phonics Proficiency Scales - Measurement of Phonics Skills
Perceptual Communication Skills - Selma E. Herr, Ph.D.
The ABCDERIAN Book - Charles Ferguson
The Snow Goose
Thorndike Barnhart intermediate dictionary
Action Library Series

Materials: Speech/Language Teacher

Peabody Language Development Kits
Level #P 2 parts - 2 boxes
Level #1, 2, and 3
Peabody Articulation Cards
Hayes Language Drills and Tests, grades 1, 2, and 3
Hayes "Listen and Speak" "To Read"
Hayes Poetry A-Z
Individualized Order Tasks, Books 1 and 2
Language Skills - Singular & Plurals
Language Skills - Parts and Wholes
Perceptual Communication Skills - Program 2
Speechcraft Workbooks
Sounds I Say Books 1 and 2
Trend Mix 'n Match Puzzles - "Before and After"
DLM Occupations Match Ups
Functional Signs Match Ups
Reaction Cards
Pyramid Game
Pole Vault Game
Pie Plate Sound Game
Occupation Match-up Game
Sounds in Sentences Match Game
Park and Shop Game
Pirate Hunt Game
plus many homemade games

It is important to note that most of the materials and equipment listed above were part of the building inventory previous to designing and implementing the resource room program. The centralizing of materials and equipment into the resource room brought about this startling discovery. All additional materials and equipment needed were requisitioned and received by late September, 1976. The total cost of materials and equipment was approximately $1,500.00.

The Goal of the Resource Room Program

The Special Needs Committee comprised of Dr. Ralph Belmonte, Director of School and Community Relations; Robert Janvrin, Director of Elementary Education and Research; Michael Cella, special education teacher; Leonard Gambale, language arts teacher-grade 6; Ms. Jean Kalin, language arts teacher-grade 5; Ms. Rachel Coccimiglio, learning disability teacher; Ms. Pamela Sachs, speech teacher; Ms. Eleanor Connolly, reading teacher; Alan McCoy, media specialist; Ms. Mary Stasio, parent; and Edward DeMauro, parent, completed their tasks with successful achievement of the first four objectives of the practicum.

It was now time to appoint a permanent resource room team. As principal of the school it was my opinion and also strongly suggested by Wiederholt[1] that the principal serve as resource team chairman. It is feasible for the principal to serve as chairman because the final decision regarding the type of service a child is to receive rests with him. He must also take responsibility for making unpopular decisions. Thus, the other members of the resource team are then able to work efficiently on a one-to-one basis with the teachers in the school.

The other permanent members appointed by me to the resource team were:

Ms. Corinne Collar, Resource Room teacher
Ms. Rachel Coccimiglio, Learning Disability teacher
Ms. Deborah Bloom, Learning Disability teacher
Ms. Eleanor Connolly, Reading teacher
Ms. Anita Cutler, Speech/Language teacher

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[1]Wiederholt, "Planning Resource Rooms for the Mildly Handicapped" p. 5.

Our first task as a resource team was to meet in three all day sessions prior to the opening of the new school year.

The major task performed was the review of the first four objectives written for the design and implementation of the resource room program. Following the review and exhaustive discussion, it was the consensus of the team that the main terminal objective of integrating at least 25% of the children identified as having special needs could best be described as one major goal. This goal could be reached by achieving all stated objectives.

Goal: It is the goal of the Abraham Lincoln School Resource Room Program to specifically design an educational delivery system that attempts to provide individual and small group instruction to mildly handicapped children. The delivery system will prepare these children for integration within the regular classroom on a full-time basis. The process of returning children to their regular classrooms is referred to as mainstreaming.

In order to achieve this goal, the roles and responsibilities of the resource room team must be followed to the letter.

Developing Teacher Training Seminars

During the first three weeks of school the resource room team met daily for the purpose of developing teacher training seminars. The purpose of the seminars were to clearly define all procedures to be used in the referral and evaluation process of children with special needs. In addition, the goal, objectives, roles and responsibilities of the resource room staff and teachers were to be defined.

Referral and Evaluation Process: The principal receives a referral from a teacher, parent, social worker, etc. He immediately initiates three operations:

1. A referral process log is initiated by the resource room teacher.[1]
2. Special needsreferral and pre-evaluation profile form[2] is given to the teacher to complete.
3. Notifies nurse to update all health records noting any missing reports, involvements, etc. The nurse also schedules a vision and hearing examination by appointment with the school doctor. The nurse coordinates time and date with parent.

Each referred child is observed by at least one member of the resource room staff. The staff member takes particular note of the referred child in a large group setting and his peer/teacher relationships, his class participation, his behavior patterns, and his ability to work independently. The strengths as well as the weaknesses of the child are carefully noted.[3]

From the time a child is referred the parents are involved in the process. The resource room teacher makes the initial appointment or call to the parent explaining the core evaluation process and answering the many questions parents naturally ask. (This takes place after the classroom teacher has made the parents aware that she/he is making a referral and the reasons for it.) We are most grateful for the information provided us by parents because it helps us understand the total child. We in turn work to make the parents feel a necessary part of the process and to relieve their anxieties. At the same time we want them to know we are

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[1]Appendix A, p. 110.
[2]Appendix B, p. 111.
[3]Appendix C, p. 117.

sincerely concerned about their child and ready to do whatever we can.

We feel very strongly that parents should be actively involved in the evaluation process, that the lines of communication must be kept open between school and home if we are to serve the child's needs. We also believe that parents should be regularly informed about what is happening in a child's special needs program. Our experiences have been that a parent who is informed will take an interest in the services provided and may in fact cooperate to reinforce the skills being developed. When a parent is reviewing work with a child, the two are working together toward a common goal--and both should be happier for it![1]

The strengths of the process of referral and evaluation that we use are the total communication between parent, teacher, administration, and specialists from the time the referral is made to the creation of an educational plan and the extent of discussion between members of the resource room staff during the assessment as our understanding of the child and his special needs grows.

After the child has been observed by a member of the resource room staff and the results of his vision and hearing tests rule out any impairment, the principal convenes a meeting of the resource room team and specialists and assigns assessments to be completed with the particular child. The specialists include social workers, involved teachers, and medical personnel.

The resource room team administers the tests using the instruments listed previously in roles and responsibilites of the resource

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[1]Appendix D, p. 118.

room staff. A date of approximately three weeks is fixed when all assessments are due.

It may be possible for a child with a recognizable need (i.e., math tutoring) not to go through the complete work-up in order to be placed in a special tutorial program.

At this juncture three basic decisions must be made:

1. Based on the teacher-resource room staff input, is this a partial or full core evaluation?

2. If a full core is deemed necessary, the child must also receive psychological, medical, and social assessment work-ups. If a child is a partial core, the psychological, medical, and social assessments are not necessary.

3. At the completion of these diagnostics, a meeting is called with all members of the resource team, the teachers involved, specialists involved, and the parent. The assessments are presented and a determination of special needs is made.

A tentative educational plan[1] is developed specifying how the program will be handled by the school.

If it is indicated that further more in-depth assessments be made as in the case of some full cores which may need neurological or psychiatric examinations, the social worker is assigned this task at the assessment phase.

At the conclusion of the development of the educational plan, all members of the team including specialists and parents are asked to sign the educational plan indicating either acceptance or non-acceptance of the plan.

If a parent rejects the plan, then the appeal process is initiated through the special needs administrator for the school

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[1]Appendix E, p. 121.

department.

All materials, i.e., special needs referral and pre-core evaluation profile, tentative educational plan, all assessments by specialists, health records, and outside agency reports, are then forwarded to the office of special needs for review.

As of this date we have had no rejections.

Once a child has been evaluated and his learning style and instructional levels established, we try to tailor the program for the child. The child's strengths and weaknesses are both considered as we select teaching strategies and instructional materials. The time spent in the resource room is determined by the child's specific special needs.

Resource Room Teacher: The type of student who would be appropriate for resource room remediation is the non-learning disabled child with learning problems and/or adjustment difficulties in the classroom and school due to:

1. Low I.Q. ranging from mildly retarded to low average range. He is characterized by a relatively "flat profile" where he is low in almost all areas of intellectual ability and academic performance. He needs intensive individual or small group tutoring. Supportive counseling to improve self-esteem is also necessary.

2. Low average to superior intelligence but manifests behavioral and adjustment difficulties where he cannot function in a regular classroom for an entire day.

3. The child with minor physical handicaps (accidents, birth defects) where some individual or small group experience is necessary for developing compensation skills.

Learning Disability Teacher: "Children with special learning disabilities exhibit a disorder in one or more of the basic

psychological processes involved in understanding or using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance or to environmental disadvantages."[1]

Speech/Language Teacher: The student selected for this program is experiencing speech and language problems, whether it be articulation or language (expressive and/or receptive).

At the beginning of the year, we screen first graders who were considered "high risk" speech problems in the kindergarten screening at the end of the previous year. Also, we re-evaluate last year's case load, as well as new students in the school, and referrals from teachers and parents. We give speech and language therapy according to the child's needs.

We re-evaluate during the year and at the end of the year and compose a tentative speech list for the following year. High risk kindergarten children are also included in this list. These children are discovered during the kindergarten screening at the end of the year.

Parent and teacher conferences occur throughout the year; meetings with program director and principal are on-going.

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[1]Definition of a Learning Disability by the National Advisory Committee on Handicapped Children.

Corrective Reading Teacher: Corrective reading is usually associated with instruction which attempts to remedy a condition which is believed can be remedied, i.e., a child reading considerably below his reading ability.

1. All records are scanned for underachievers in reading.
2. Classroom teacher's observations are considered. Conferences are held once a month or more often as needed.
3. A series of tests are given to pinpoint the exact problems.

Children selected come to the resource room for instruction in self-help sounding, vocabulary building, and improvement of comprehension. Work is on the level that the child can handle successfully. Half-hour sessions range from two days a week to four days a week.

Having completed the first six objectives of the practicum, we are now ready to conduct our teacher training seminars or workshops.

Before we opened our resource room, administrators, specialists, teachers, and parents of every special needs child were invited to workshops we called, "Getting to Know the Resource Room."[1] At this time each specialist of the room explained each program relative to testing, placement, teaching strategies, materials, and evaluation techniques. We then invited parents to the room to examine our materials and to ask their questions.

The orientation workshops were held during the third week of school to familiarize teachers with the purpose and operation of

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[1]Appendix F, p. 127.

the resource room in our building. A workshop was held for each grade level.

1. Introductory remarks by Mr. Malfitano.

   a. The uniqueness of our model.
   b. The objectives of our program.
   c. The introduction of the staff.

2. Following the remarks made by the principal, the resource room staff (the learning disability teacher, the corrective reading teacher, the speech/language therapist, and the resource room teacher) explained the following aspects of each service:

   a. The role of each specialist in our elementary school.
   b. Characteristics of the child in each program.
   c. Testing instruments used to assess children's needs and learning styles in each program.
   d. Materials to be used.
   e. Evaluation techniques.
   f. Means of communicating with classroom teachers.
   g. Suggested activities and material modification ideas to reinforce skills being developed in the resource room.

3. Question and answer period.

4. Examination of resource room, materials, and equipment.

The same program was held for parents of all children receiving services in the resource room at a special Wednesday morning workshop. In addition, the presentation was made at a P.T.A. evening meeting for parents of all students in the building.

<u>To Develop a Monitoring System</u>

The resource room staff were now actively engaged in the job of educating children with special needs. All educational plans written the previous year were reviewed and tentative service to children began on September 28, 1976.

The resource room teachers are now in constant communication with the regular classroom teachers about their students. Even before school, at lunch, and after school they are assessing and

modifying programs and materials. They also send a communications sheet[1] which outlines the skills being developed, the materials being used, and suggested reinforcement activities for the children.

The resource room teachers serve as consultants to regular classroom teachers. They discuss with them frequently what is happening in resource room programs. Teachers are welcome in the room to see their students in the respective programs--they come during their free periods to familiarize themselves with the strategies and the materials.[2]

The consultant role is absolutely essential if the direct services are to be meaningful and effective. On one occasion, for example, a math student received an A on a regular classroom test. He immediately went to the resource room, absolutely glowing. His teacher and the resource room teacher had been communicating constantly with each other and his parents to best serve his needs. Through consultation and cooperation, his teacher, parent, and the resource room teacher were able to make his day a happy one!

Each member of the resource room staff meets regularly with the classroom teachers of their students. Progress reports are sent to each teacher on a regular basis and these staff members are available to the teachers every day after school and specifically on a Wednesday morning during our conference/consultation time.

The resource room teacher serves as manager. She regularly

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[1]Appendix G, p. 128.
[2]Appendix H, p. 130.

meets with the resource room staff to discuss their programs and their students. Some of her students are in corrective reading or the learning disability program or in speech/language therapy. Since they share students, they share their needs, their progress, and their successes. Since they are all housed in one facility, they have actually come to know each others' students as well. The children love the idea of everyone knowing them, caring, and being proud of them!

The resource room staff also meets regularly with all members of our faculty, our administrators, directors of departments (reading/math), the director of the learning disability program, the school nurse, doctor, and dentist, the bi-lingual teacher, the school psychologist, and the school social worker.

Our resource room is also a center for new materials on the market. We are presently using the DLM Auditory Perception Kit with resource room students. We are so happy with it that we've invited all teachers to share its merits.

Finally, the resource room staff meets regularly with regular classroom teachers and the principal who is the designated core liaison person. Whenever a core is held all members of the resource room staff and teachers involved with the pupil sit in on the core.

Developing a Resource Room Schedule

The resource room schedule was developed jointly by the resource team. When scheduling children to the resource room we tried very hard not to schedule a child during his physical education class. It was the consensus of opinion that the gross motor

skills taught in physical education classes were most important and should not be by-passed.

The schedule developed by the team reflects long and serious planning. It insures time for communication/consultant periods between and in behalf of parents, specialists, teachers, and administrators.

Every Wednesday morning is set aside for consultations, conferences, student observations, and cores. Parents are invited in at this time to speak with us about their child.

We are in constant communication with the parents of students in the resource room. The resource team confers with them often by phone, by letter, and in person, and we invite the cooperation and interest of each parent in each child's program.

Once again, our door is always open. Very often after school a parent has come by to ask questions--we are ready and willing to help.

Resource Room Schedules:

Figure 5. Resource Room Teacher

Figure 6. Learning Disability Teacher

Figure 7. Learning Disability Teacher

Figure 8. Reading Teacher

Figure 9. Speech/Language Teacher

RESOURCE ROOM TEACHER

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:15	Individualized Reading: Robin A. Charles F. Cheryl P. Michael P. Donald S.	→	PARENT CONFERENCES TEACHER CONSULTATIONS CORE EVALUATIONS STUDENT OBSERVATIONS AND TESTING	Individualized Reading: Robin A. Charles F. Cheryl P. Michael P. Donald S.	→
10:15-10:30	Kara A. →	Reading		Kara A. →	Reading
10:30-11:00	Arithmetic: Robin A. Jacob H. Corey M. Michael P. Joseph R.	←	→	→	Arithmetic: Robin A. Jacob H. Corey M. Michael P. Joseph R.
11:00-11:30	Arithmetic: Shawn L.(m) Paul F. Reading: (Independent) Cheryl P.	Arithmetic: Marion A. Michael I. Cheryl P. Laura D.		Arithmetic: Marion A. Michael I. Cheryl P. Laura D.	Arithmetic: Shawn L.(m) Paul F. Reading: (Independent) Cheryl P.
12:00-12:30	Readiness Skills: Mark G. → Barbara H.	→	Individual Readiness Work: Mark G.	Readiness Skills: Mark G. → Barbara H.	→
12:30-1:10	Reading: Marion A. David P.	Spelling: Brian M.(m) Arithmetic: John P.(m) Kerry N. Joseph M. Karen Q.(m)	Reading: Marion A. David P.	Spelling: Brian M. (m) Arithmetic: John P(m)Karen Q(m) Kerry N. Joseph M. Ronald H.(m)	Reading: Marion A. David P.
1:10-1:50	Arithmetic: Michael C.(m) Mark M. → Jeanne M.(m) Donald S.(m) Ronald H.(m)	in corrective reading until 1:30	Arithmetic: Michael C.(m) Mark M. Jeanne M. (m) Donald S. (m)		

(m) Mainstreamed

Figure 5.

LEARNING DISABILITY TEACHER

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:15	Michael C.	→	PARENT CONFERENCES TEACHER CONSULTATIONS CORE EVALUATIONS STUDENT OBSERVATIONS TESTING AND EVALUATION	Michael C.	→
9:15-9:45	Judith D. Andrew C.	→		Judith D. Andrew C.	→
9:45-10:15	Vincent L. John R. Matthew V. Brenda B. Salvatore V.	→		Vincent L. John R. Matthew V. Brenda B. Salvatore V.	→
10:30-11:00	Erik D. Brigida V. David D. (m)	→		Erik D. Brigida V. David D.(m)	→
11:00-11:30	Joseph M. Kevin M. Robert Z. Jacob H.	→		Joseph M. Kevin M. Robert Z. Jacob H.	→
12:00-12:30	Walter R. Michael I.(m) Cory M.	→			→
12:30-1:00	Franklin O. Paul F. Shawn L.	→			→
1:00-1:30	Charles F. Gayle T.	→			→
1:30-2:00	Brandon D. Joseph R. (m)	→			→

(m) Mainstreamed

Figure 6.

LEARNING DISABILITY TEACHER

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-10:45	OTHER	SCHOOLS	PARENT CONFERENCES TEACHER CONSULTATIONS CORE EVALUATIONS STUDENT OBSERVATIONS TESTING AND EVALUATION	OTHER	SCHOOLS
11:10-11:50	Paul A. Rodney T. John D. Ricky M. Joseph G.(m)				→
11:50-12:30	Douglas C.(m) Anthony M.(m) Lisa R. Paul L(m) Donna H. Rose H. (m)				→
1:00-2:00	OTHER	SCHOOLS ←	→	OTHER	SCHOOLS

(m) Mainstreamed

Figure 7.

READING TEACHER

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:15	Roberta D. Albert S. Anna V.(m) Kim L.	→	PARENT CONFERENCES TEACHER CONSULTATIONS CORE EVALUATIONS STUDENT OBSERVATIONS TESTING AND EVALUATION	Lisa C. Lisa K. (m) Lisa L. Janette P. Michelle P.	→
9:15-9:45	Kerri C. (m) Johnny B. Michael H. Paul T. Adam O. Christopher D. Larry L. (m)	→		Kerri C.(m) Johnny B. Michael H. Paul T. Adam O. Christopher D. Larry L. (m)	→
9:45-10:15	Edward D. Sheryl M. Lina T. (m)	→		Edward D. Sheryl M. Lina T. (m)	→
10:30-11:00	Jan O. Cherie L. William H. Paul F. (m) Debra B. Lisa M.	→		Jan O. Cherie L. William H. Paul F.(m) Debra B. Lisa M.	→
11:00-11:30	Luanne A. (m) Scott R. James T. Steven M.(m) Carmen C.(m)	→		Michelle D. Rhonda H. Frank L. Duwane M. James W.(m) Ronald B.(m)	→
11:30-12:00	Nancy N. (m) Anthony P. Anthony T.(m)	Wayne C. (m) Deanna C. (m) Jeanne M. (m)	Make-up Work	John E. Steven S. Joyce F.	Nancy N.(m) Anthony P. Anthony T.(m)

(m) Mainstreamed

Figure 8.

READING TEACHER continued

Time	Monday	Tuesday	Wednesday	Thursday	Friday
12:30 - 1:00	Thomas A. James B. Maryann C.(m) Vincent C. David D. Andrew H.	Lisa A. Robert D. Jack O. Salvatore R.	Michael A. Andrew A. Christine F. Patricia F. Joseph P. Kerry N. (m)	Thomas A. James B. Maryann C.(m) Vincent C. David D. Andrew H.	Michael A. Andrew A. Christine F. Patricia F. Joseph P. Kerry N.(m)
1:00- 1:30	Thomas H. Mark M. Bonnie O. Lisa O. Kim P. Laura S.	Brian M. Michael P. Robert S. David D.	Wayne C. (m) Deanna C.(m) Jeanne M.(m)	Brian M. Michael P. Robert S. David D.	Thomas H. Mark M. Bonnie O. Lisa O. Kim P. Laura S.
1:30- 2:00	Dan D. Madeline P. Chris A.(m)	John E. Steven S. Joyce F.	Dan D. Madeline P. Chris A.(m)	Lisa A. Robert D. Jack O. Salvatore R.	Make-up Work

(m) Mainstreamed

Figure 8.

SPEECH/LANGUAGE TEACHER

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:15	OTHER	SCHOOLS	PARENT CONFERENCES TEACHER CONSULTATIONS CORE EVALUATIONS STUDENT OBSERVATIONS TESTING AND EVALUATION	Mark T. Anthony G. Mark G.	OTHER SCHOOL
9:15-9:45	OTHER	SCHOOLS		Robert S. Robert M. Elaine B. Franklin O.	OTHER SCHOOL
9:45-10:15	OTHER	SCHOOLS		Michael P. Brian P. Joseph R. Brandon D.	OTHER SCHOOL
10:15 10:45	OTHER	SCHOOLS		John H. Deanna P.(m)	OTHER SCHOOL
10:45-11:15	Mark T. Anthony G.(m) Mark G.	OTHER SCHOOL		OTHER	SCHOOLS
11:15-11:45	Robert S.(m) Robert M. Elaine B.(m) Franklin O.			OTHER	SCHOOLS
11:55-12:15	Michael P. Brian P. Joseph R. Brandon D.	←	OTHER	SCHOOLS	→

(m) Mainstreamed

Figure 9.

SPEECH/LANGUAGE TEACHER continued

Time	Monday	Tuesday	Wednesday	Thursday	Friday
12:00-12:25	OTHER	SCHOOLS	Gregory K. (m)	OTHER	SCHOOLS
12:30-1:00	OTHER	SCHOOLS	Barbara H. (m) Michael P. Daniel O.	OTHER	SCHOOLS
1:00-1:30	OTHER	SCHOOLS	Cheryl P. Robert D. Andrew A.	OTHER	SCHOOLS
1:30-2:00	Anthony F. Kevin M.	OTHER SCHOOL	Anthony F. Kevin M.	OTHER	SCHOOLS

(m) Mainstreamed

Figure 9.

The Orientation, Visitation, and Dissemination Program

Our orientation, visitation, and dissemination program began with the September teacher and parent workshops discussed earlier in objective six.

Dissemination of program information is an on-going process designed to meet immediate and long range program goals. Wednesday morning meetings, notices and communications to parents and teachers, program descriptions sent to other school systems, news releases, administrative and teacher workshops held for personnel of other schools within our system, etc., are some of the various tools utilized in meeting our objectives.

Visitations are very common this year at our school and they have played a large part in the resurgence of both the student and specialist self-image. The room and the way it functions has come to be a model resource room for all that visit.

In November, all parents of children in the resource room were again invited to a Wednesday morning workshop. The agenda for this workshop was to repeat our program objectives for their children. In addition to discussing program objectives, a film video-taped on PBS Television "The Puzzle Children" was viewed. This was a T.V. special about children's learning disabilities. The show was hosted by Julie Andrews and Bill Bixby.

The film which was edited by the resource room staff showed children of average or above average intelligence who want to learn, but for some unexplained reason are just not learning. It was stated that these children can be helped if their problem is recognized early enough and the child receives special attention.

The film was a perfect follow-up to all of our stated objectives for the resource room program.

Following the viewing of the film a question and answer period was held.

The Wednesday morning meetings have become a way of life at the Lincoln School. Parents, teachers, and specialists throughout the school system have responded with enthusiasm to our program.

The students also received an orientation program, not only to orientate them to their new physical surroundings, but to introduce them to the resource room staff. The rules[1] of the resource room were also taught to children at that time. The orientation meetings with the students allowed them to better understand the resource room objectives and to help the student set his own personal goals.

Implementing a Teacher Aide Program

A teacher aide program utilizing parents and junior high school students as tutorial assistants was implemented at the beginning of the school year.

Parent volunteer aides[2] were solicited by notices sent home with students. Junior high school students[3] had as one of their choices in the elective program an opportunity to serve as a teacher aide. A student electing teacher aide as a choice of study was granted credit. Teacher aides worked in the resource room three periods per week.

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[1]Appendix I, p. 133.
[2]Appendix J, p. 134.
[3]Appendix K, p. 135.

The parents and students were given a series of separate workshops to acquaint the aides with an understanding of their role. Emphasized throughout the sessions was the need for the aide to cultivate a real and healthy attitude towards his/her status as an aide. A great deal of time was spent discussing their relationship with the teacher and the children.

The workshops conducted by the resource room staff, with assistance from the media specialist, instructed the aides on the use of various audio-visual equipment, duplicating machines, etc., with a strong emphasis on the suggested teacher aide duties listed[1]:

1. Clerical

   a. Collecting lunch and milk money.

   b. Collecting money for class pictures, field trips, etc.

   c. Sending for free and/or inexpensive classroom materials.

   d. Keeping records of books children have read.

   e. Keeping inventory of classroom stock--equipment, books, and instructional supplies.

   f. Managing classroom libraries.

   g. Duplicating and collating instructional materials.

   h. Duplicating students' writing and other works.

   i. Helping with and duplicating scripts for plays and skits.

   j. Keeping and maintaining a folder of representative work for each student.

   k. Filing resource materials for various teaching units.

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[1]Appendix L, p. 136.

2. Housekeeping

   a. Assisting in the preparation and supervision of pupil work areas.

   b. Mixing paints for art instruction, putting down drop cloths, etc.

   c. Arranging instructional materials for accessibility.

   d. Helping with pupil clean-up time.

   e. Keeping bulletin boards current and neat.

   f. Keeping blackboards clean and ready for use.

   g. Maintaining orderly arrangement for the classroom.

   h. Watering plants and tending pupil classroom projects.

   i. Preparing and serving refreshments at snack time and cleaning up afterwards.

   j. Arranging interesting and inviting corners for learning; science or recreational reading areas; investigate areas.

3. Non-instructional

   a. Gathering supplementary books and materials for instruction.

   b. Distributing books and supplies.

   c. Collecting homework and test papers.

   d. Building up resource collections.

   e. Obtaining special materials for science and other projects.

   f. Checking out library books in central library for pupils and/or teachers.

   g. Displaying pupil work.

   h. Helping children with their clothing.

   i. Helping in the preparation of assembly plays and programs.

   j. Setting up special classroom exhibits.

k. Accompanying a child to the office, nurse's room, etc.

4. Audio-Visual Assistance

a. Ordering and returning films, filmstrips, and other A.V. materials.

b. Returning A.V. equipment.

c. Setting-up and operating overhead projectors, slide viewers, and other instruction equipment.

d. Previewing films and other A.V. materials.

e. Preparing introductions to give children background for viewing A.V. materials.

5. Instruction-Related

a. Assisting in the preparation of instructional materials--cutouts, flash cards, charts, transparencies, etc.

b. Assisting in the arrangement of displays for teaching purposes.

c. Listening to the children's oral reading.

d. Assisting in the instruction of children in the safe and proper use of tools.

e. Assisting the teacher in special demonstrations in science.

f. Providing accompaniment in music classes.

g. Reading and storytelling.

h. Helping pupils find reference materials.

i. Reading, spelling, or vocabulary lists.

j. Assisting with drill work, with word, phrase, and number flashcards.

Approved Educational Plans Written for Special Needs Children

All educational plans written for children with special needs during the 1975-76 school year were re-evaluated during the first six weeks of school by the resource room team. New referrals were also evaluated during this period. It should be noted at this point, that although it is an ideal situation to have all referrals and evaluations completed early in the school year, the referral and evaluation system is an on-going process. This on-going process makes it possible to refer for an evaluation a child who demonstrates the need for a special service at any time during the school year.

The following pages will illustrate the three step-by-step procedures and testing instruments used by the resource room team with three typical children, John, Lisa, and Jack. The procedure used is dependent on the statements of need written on the referral and pre-core evaluation profile, consultation with the teacher, and the classroom observation. It is possible for a child to have a work-up on all three procedures (learning disability, speech/language, and reading. In all instances the specialists involved are assisted by the resource room teacher.

Learning Disability and Tutorial Evaluation Procedure:

John:	DOB 70-1-16
Referred by:	Classroom teacher, grade 1.
Reason for Referral:	Poor academic performance, inability to relate to peers, and disruptive classroom behavior.
Background Information:	Family intact; one of two children.

Previous Testing:

(Test)	(Date)	(Score)	
Otis-Lennon:	10/76	DIQ:	93
Metropolitan Readiness:	9/76	Auditory:	Stanine 4
		Visual:	Stanine 3
		Language:	Stanine 5
		Pre-Reading:	Stanine 4
		Quantitative:	Stanine 4
Metropolitan Achievement:	10/76	Word Analysis:	Stanine 4
		Total Reading:	Stanine 5
		Total Math:	Stanine 3

Once John's referral form was reviewed, he was observed in class by members of the resource room staff. Following a consultation with his classroom teacher, a full battery of tests was recommended. (Date of Testing: November 9, 1976)

Intelligence Testing:

1. WISC-R

   This test has been designed and organized as a test of general intelligence. It gives both a verbal and a performance score. The verbal score indicates the child's ability at cognitive skills involving reasoning, thinking, understanding, and numerical operations. The performance score indicates the child's ability to manipulate and identify objects in his environment.

John's WISC-R scores:		
	Verbal:	112
	Performance:	88
	Full Scale:	100

   A 24-point difference between the verbal score and the performance score indicates a significant deviation. The low performance score indicates a weakness in visual-perceptual skills.

Perceptual Testing:

1. Frostig's Developmental Test of Visual Perception

   The test seeks to measure five operationally-defined perceptual skills:

		Age Equiv.	Scaled Scores
Test I	Eye-Motor Coordination	4-6	6
Test II	Figure Ground	5-0	7
Test III	Constancy of Shape	6-0	8
Test IV	Position in Space	5-6	8
Test V	Spatial Relationships	5-0	7
			36

Percentile Rank: 4 (low)

On this test any scaled score of 8 or below indicates a weakness.

Both the Frostig and the WISC-R test results show evidence that John has definite difficulty with visual-perceptual and visual-motor tasks.

2. Berea Test of Visual Memory

Part One: The test consists of 12 geometric forms printed on a card. Each card is presented in sequential order. After seeing the card for 5 seconds, the child is to reproduce the design from memory. This tests short-term visual memory.

Part Two: The child is to reproduce as many of the 12 designs as he can recall in a 2-minute time limit. This tests long-term visual memory.

For normal memory the score should equal the subject's age minus 2. Since John scored only 4 on this test, weaknesses in his visual memory are apparent.

3. The Wepman Test of Auditory Discrimination

This test measures ability to discriminate between pairs of similar sounding words. The examiner reads two words at a time sitting or standing directly behind the child. The child indicates whether the words are the same or different. Five errors or more generally show auditory discrimination problems. Younger children may need to have the meaning of the words "same" and "different" explained.

On this test John made only one error. Therefore, his auditory discrimination skills appear to be normal.

Academic Testing:

1. Slosson Oral Reading Test

This oral reading test is to be given individually and is based on the ability to pronounce words at different levels of difficulty.

John was unable to score on the test. Previously noted visual weaknesses appeared once again as he attempted to read the words. For example, he read the word "baby" as "daddy."

2. Durrell Analysis of Reading Difficulty

The test consists of a series of tests and situations in which the examiner may observe in detail various aspects of a child's reading. It covers a range in reading ability from the non-reader to sixth grade ability.

The primary purpose of the analysis is to discover weaknesses and faulty habits in reading which may be corrected in a remedial program.

Content of the Test:

a. Oral reading test.
b. Silent reading test,
c. Listening comprehension test.
d. Word recognition and word analysis.
e. Visual memory of word forms.
f. Auditory analysis of word elements.
g. Spelling and handwriting.
h. Learning rate.
i. Phonics.
j. Letter recognition.

John's Test Results: (Due to John's age, only particular subtests are given.)

Listening Comprehension - John scored at high third grade on this test.

Primary Visual Memory - below norms.

Auditory Analysis of Word Elements - below norms. (Seems to be due to visual difficulties.)

Handwriting - John's score fell below first grade norms.

Writing the Alphabet - Due to John's poor fine motor skills and faulty visual memory some letters were poorly formed; the letters b and d, h, z, q, L, Z, D, F were reversed; the letters m and n were transposed; and omitted were the letters oO, qQ, Ww, Yy. He worked at a very slow rate and appeared quite tense and unsure. Letters were poorly spaced and off the lines (poor spatial relationship).

Oral Reading, Silent Reading, Word Recognition and Word Analysis, Spelling were not completed because John is a non-reader.

Learning Rate - learned 2 of the 5 words.

Phonics - appears to know individual consonant sounds. (Does not know blends and digraphs.)

Letter Recognition - confusion of: p q b d g x k O Q

3. Key Math Diagnostic Test

Key Math is an individually administered test designed to provide a diagnostic assessment of skill in mathematics. Key Math test items are divided into 14 subtests organized into three major areas - content, operations, and applications:

Content:	Operations:	Applications:
a. Numeration.	d. Addition.	j. Word problems.
b. Fractions.	e. Subtraction.	h. Missing elements.
c. Geometry and symbols.	f. Multiplication.	l. Money.
	g. Division	m. Measurement.
	h. Mental computation.	n. Time.
	i. Numerical reasoning.	

The four levels of diagnostic information provided by Key Math are:

Level I - Total Test Performance (grade equivalent)

Level II - Area Performance

A general pattern is identified according to the child's performance in the three mathematics areas of content, operations, and applications.

Level III - Subtest Performance

The test yields a profile which is used to indicate the child's strengths and weaknesses.

Level IV - Item Performance

Attention is focused on the child's performance on each item.

Key Math is used primarily in preschool through grade 6, however, there is no upper limit for individual clinical and remedial use.

At the time of testing John's grade placement was 1.7. His overall score on Key Math 1.0. John's performance on subtests requiring listening and reasoning was better than on those subtests requiring pencil and paper.

Interpretation of Test Results:

The WISC-R indicates a child of average intelligence whose cognitive skills involving reasoning, thinking, understanding and numerical operations are much better developed than his performance skills involving the ability to manipulate and identify objects in his environment.

Information derived from other tests given also show this. Visual perceptual difficulties appear not only in the WISC-R Performance Test but also in Frostig's Developmental Test of Visual Perception, the Berea Test of Visual Memory, the Slosson Oral Reading Test (visual errors made), writing of the alphabet, Durrell Analysis of Reading Difficulty (letter recognition, primary visual memory, auditory analysis of word elements--errors due to visual difficulties), and poor performance on Key Math Test due to poor ability at paper and pencil tasks. John also displayed poor fine motor control as shown by: (1) poor letter formation when writing the alphabet (2) Frostig Test--Eye-Motor Coordination Subtest (3) Durrell's Handwriting Subtest (4) poor performance on coding subtest of WISC-R.

It appears that John learns best auditorily. This is exemplified by the following tests: (1) high verbal score on WISC-R (2) good performance on the Wepman Test of Auditory Discrimination (3) Durrell's Listening Comprehension subtest and knowledge of the individual consonant sounds (4) Durrell's Learning Rate subtest in which he was able to remember some of the words due to auditory input.

All interpretations of test results are transcribed on summary sheets for presentation at evaluation meetings.[1]

Once a child has been tested and it has been determined that he belongs in the learning disabilities program a schedule is then arranged and his Orton-Gillingham curriculum[2] begun. Throughout the year the child is taught according to the Orton-Gillingham method as well as through the use of supplementary materials. Informal tests are given during the course of the year to measure mastery of skills presented. Logging of skills introduced, skills that need review, and skills mastered is done by the use of an Orton-Gillingham Developmental Skills Cummulative Record[3] card which is filled out quarterly. The card is kept by the learning disabilty teacher until the end of the year when it is placed into the child's cummulative folder to be passed on to the following year's classroom teacher.

It should be noted that not all children are ready to enter directly into the Orton-Gillingham program. Some children (mainly first graders) must begin with readiness activities such as,

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[1]Appendix M, p. 139.
[2]Appendix N, p. 153.
[3]Appendix O, p. 163.

directionality, same and different, letter recognition, the alphabet, etc. These children will begin Orton-Gillingham when they know the alphabet and can begin working with symbol-sound relationships.

A child in the learning disabilities program also receives letter grades of A,B,C,D on his report card quarterly. The grades are given in reading and spelling or on a readiness level by the learning disability teacher. There is also ongoing observation and teacher communication on the child's progress.

Post-Testing:

Each child is tested individually. The tool used is Gillingham Child's Proficiency Scales for Reading and Spelling. The sequence of the skill testing in the proficiency scales correlates with the teaching skill sequence of the Orton-Gillingham program. The proficiency scales come in two levels: (1) basic reading and spelling (2) advanced reading and spelling.

The child should attain perfect scores on the various skill tests to consider those skills as being mastered. Test scores will indicate what the child will have to review or continue the following year.

Standardized tests determined to be appropriate will be used as well as informal tests. Teacher observation in the regular classroom will be a part of the child's evaluation.

John's Gillingham Child's Proficiency Scales:

Level (Basic Reading)

Scale 1S	Sound Letter Connections	100%
Scale 2	Regular three-letter words	90%
Scale 3	Consonant Digraphs and Blends	85%

Level (Basic Spelling)

Scale 1S Sound Letter Connections 100%
Scale 2 Regular three-letter words 95%
Scale 3 Consonant Digraphs and Blends 80%

(Knowing the Alphabet)

Scale X-1(1) Reading the Alphabet 100%
(2) Reciting the Alphabet 100%
(3) Writing the Alphabet (1 reversal z)

John's Metropolitan Achievement Test:

Total Math: Stanine 4
Key Math: 1.5

Recommendations for John's 1977-78 school year:

1. Continue with learning disabilities remedial group instruction.
2. Continue with math tutoring.

Sometimes a child might show much growth. He has picked up skills from both the participation in the remedial group and in the classroom. This is reflected by test scores (remedial and classroom test scores), report card grades (not only in reading and spelling but also in related subjects, such as social studies and language), and by remedial and classroom teacher observation. When this is the case, further evaluation is needed during post-testing. Rather than test the child only on those skills that have been taught, the entire proficiency scales can be administered. This will indicate if the child has somehow picked up all or most of the skills that would have been taught in the remedial group had he continued in the program. Sometimes a child will still be weak in a few areas that can be worked on within the regular classroom. A standardized test such as the Durrell Analysis of Reading Difficulty or Gray's Oral Reading Test would also be administered so as to determine a child's academic level.

Therefore, if the proficiency scales, the standardized tests, informal assessments, teacher observation, grades (not only in reading and spelling but also other subjects), reveal a youngster near or at grade level who is able to function independently without frustration, an attempt would be made to mainstream him. Even while mainstreamed, the child's progress would be monitored.

When the child concludes the Orton-Gillingham program or if the child is mainstreamed early due to rapid growth, it may be found that although his reading and spelling skills are good, comprehension is still weak. In such an instance the child would be placed in the corrective reading program for work in comprehension.

After post-testing has been completed, recommendations will be made as to whether to: (1) continue the child in the learning disabilities program (2) refer to corrective reading (3) drop from the program (mainstream). This is done on the "new" educational plan which is mailed to the child's parents at the end of the school year. They are to sign it and return it by September of the following school year. The child's new educational plan cannot be put into effect until it has been signed and returned.

Speech/Language Evaluation Procedure:

Lisa: DOB 70-10-7, Grade 1, Age 6-2

Lisa was referred by her classroom teacher because of her speech intelligibility. At times, the teacher finds it quite difficult to understand her conversational speech.

The speech therapist immediately told Lisa's classroom teacher to be very careful not to call attention to the child's speech.

Lisa was given a speech screening to determine the severity of her speech problem. The speech therapist talked to Lisa about school, brothers and sisters, favorite T.V. programs, etc., to elicit conversational speech.

The speech therapist decides that Lisa's speech problem is not one of maturation alone and therefore gives her a battery of tests to determine exact speech deficits, be it language, articulation, or both areas in conjunction.

Many times the tests given are dependent upon the speech therapist's impressions and evaluation of the child's conversational speech. For example, if there is an obvious weakness in the area of syntax (sentence structure), the Northwestern Syntax Screening Test would be administered. If there is a weakness in the area of language, the Peabody Picture Vocabulary Test would be administered. When the child exhibits articulation problems, he will be given the Goldman-Fristoe Test of Articulation.

Other screening instruments include the Wepman Auditory Discimination Test, the Goldman-Fristoe Woodcock Auditory Tests, the Carrow Test for Auditory Comprehension of Language, and the ITPA (Illinois Test of Psycholinguistic Abilities). Because of the length of the ITPA test and the time it takes to administer it entirely, certain individual subtests are administered rather than the entire test.

Tests Lisa Received:

1. Informal Screening

   Informal screening determines the quality of speech on a conversational level and language abilities. Lisa's

speech was quite unintelligible with several misarticulations including l/y, th/s, th/sh, th/ch, y/l, w/r, d/j, b/v, v/w, th/z, and d/th. In addition, many blends were distorted, including br/bl, bw/br, d/dr, fr/fl, k/kl, kr/skw, th/sl, t/st, and v/hw.

Lisa's language is also deficient in certain areas. She exhibits morphological deficits, syntactic weaknesses, errors in pronoun usage, poor sentence structure, and misuse of articles.

Lisa's listening skills were also poor, as she had difficulty attending and following directions. Poor listening skills were also noted by Lisa's classroom teacher.

2. The Goldman-Fristoe Test of Articulation

This test measures articulatory abilities in words, sentences, connected speech, stimulability, and story-recall.

The child looks at pictures and says the names aloud, enabling the speech therapist to note any omissions, additions, and substitutions exhibited by the child. Lisa exhibited many misarticulations as noted in the informal screening test.

Poor stimulability as well as inability to recall story details were also exhibited by Lisa's test results. Lisa's stimulability is very poor due to missing and malformed teeth. She has difficulty when attempting to target articulators. Lisa's tongue often slips out of her mouth because of a large space between her two front teeth, as well as several other spaces between teeth. Because of the dental problem, sibilant sounds will be impossible to correct.

3. Wepman Auditory Discrimination Test

This test measures ability to discriminate between pairs of similar sounding words. The speech therapist reads 2 words at a time sitting or standing directly behind the child. The child indicates whether the words are the same or different. Five errors or more indicate auditory discrimination problems. Lisa had 6 errors on this test.

4. Peabody Picture Vocabulary Test

This test measures word knowledge and vocabulary. Child indicates correct picture which is stated by the therapist.

The child may point to the correct picture or state the number of her choice. She must choose from 4 pictures.

Lisa did not exhibit any severe problems with this test. Her I.Q. was 101, with a raw score of 56. Mental age is 6-1. Percentile score is 54. These results show Lisa to be in the average range.

5. Northwestern Syntax Screening Test

This test measures receptive and expressive language abilities.

Receptive - Child points to a picture which the speech therapist reads about. Therapist reads 2 sentences, then asks child to point to a particular picture.

Expressive - Child must repeat exactly what the speech therapist says. Therapist reads 2 sentences (corresponding to the pictures) and then points to one of those pictures and asks the child, "What is this picture?" The therapist then points to a second picture and asks the same question. The child must say the sentence exactly like the therapist.

Lisa's weaknesses lie in the areas of morphological deficits, syntactic weaknesses, errors in pronoun usage, poor sentence structure, and misuse of articles.

Speech Program for Lisa: Therapy consists of language training, building sentence structure and usage, as well as syntactic skills; ear training exercises, listening skills, discrimination of sounds as well as recognition of sounds; placement of articulators-sound correction, discrimination of confused sounds; improve language and communication skills.

Post-Testing:

1. Goldman-Fristoe Test of Articulation

When all of the child's distorted sounds are correctly exhibited at the conversational level as well as at the word level, the child has achieved complete carryover of correct sound production at all levels. Lisa will continue speech classes.

2. Wepman Auditory Discrimination Test

If a child scores less than 5 errors, no problem is indicated. Lisa scored 4 errors in the post-test.

3. Northwestern Syntax Screening Test

Lisa has improved, but still exhibits many structural and morphological weaknesses. Receptive score - 14. Expressive score - 11.

Work will be continued in the areas of correct pronoun usage, use of articles, and correct sentence structure.

Lisa will be re-evaluated in the fall to determine any improvement which may occur over the summer. She will remain in the speech program if her speech problems are still evident.

Recommendations:

1. To remain in the speech program next year.
2. To correct dental problems. Lisa needs braces so that the spaces between her teeth may be eliminated. When this is achieved, Lisa's speech will be much improved.

Reading Evaluation Procedure:

Jack: Grade 4 - Reading considerably below ability level.

Screening of records: Reading Record Card - a record of classroom texts and tests completed by child.

Previous Reading Tests:

(Test)	(Date)	(Score)
Lee-Clark Reading Readiness	9/13/73	No Delay
Metropolitan Achievement	9/27/73	Word Know. Stanine 3 Word Disc. Stanine 3 Reading Stanine 3
	9/27/74	Word Know. Stanine 4 Word Disc. Stanine 4 Reading Stanine 4
	9/20/75	Word Know. Stanine 4 Word Disc. Stanine 5 Reading Stanine 4
	9/21/76	Word Know. Stanine 1 Reading Stanine 1

Mental Ability Test:

Otis Lennon 10/75 D.I.Q. 112

Jack's teacher's comments: Lack of attention, short span.
Poor power of concentration.
Poor work habits.

Jack's Reading Tests and His Results:

1. Webster's Diagnostic Tests of Word Perception Skills (This test determines special word perception difficulties.)

(Score)

a. Does he know names of letters?
Names of upper case letters - 100%
Names of lower case letters - 100%

b. How much sight vocabulary has he? 50%
(Dolch's 220 list of basic sight words.)

c. Does he try to use context clues? 45%

d. Does he know consonant sounds? 100%
digraph sounds? 100%

e. Can he hear short vowel sounds in words? 60%

f. Can he substitute beginning consonant sounds? poor

g. Can he tell when vowel sounds are long in words? 50%

h. Can he blend letter sounds to form words? 70%

i. Does he make reversals? b for d
was for saw
net for ten

2. Gray's Oral Reading Paragraphs Purposes:

a. To assess general level of reading of a pupil to provide an estimate of proper placement in a reading group.

b. To provide an objective measure of growth.

c. To aid in diagnosis of oral reading difficulties.

d. To determine extent of understanding at simplest level.

Child reads a paragraph orally from a card while the examiner records student's errors on a record booklet. The child continues to read paragraph of increasing difficulty. The examiner continues until the pupil has made 7 or more errors on each of two successive passages. The examiner times each passage read and asks four comprehension questions based on the paragraph. The examiner begins two passages below grade level for average readers beyond the primary grades.

Jack's level - 2.7.
Errors - substitutions, omissions, mispronunciations, very slow oral reading rate.

Jack's oral reading scored more than a year below his present school placement. Comprehension decreased as selections became more difficult and each successive passage was read more slowly with an increasing number of errors. He read mechanically and in a droning voice. He showed no consistent method of figuring out unfamiliar words.

3. Wepman Auditory Discrimination Test

This test measures ability to discriminate between pairs of similar sounding words. The examiner reads two words at a time. The child indicates whether words are the same or different. Five errors or more usually show an auditory discrimination problem.

Jack's score - no errors.

4. Slosson Oral Reading Test

This test is given to an individual and is based on ability to pronounce words at different levels of difficulty.

Jack's level - 2.5.

Jack did not use any word attack clues. He guessed at words or did not attempt them.

4. Gates MacGinitie Reading Test

The Speed and Accuracy Test provides an objective measure of how rapidly a student can read with understanding. The test contains 36 short paragraphs. Each paragraph ends in a question and choice of four answers. Five minutes is allowed.

No score - 5 attempted, 2 correct.

Jack is a very slow worker. He does not perform well under pressure.

The Vocabulary Test samples the pupil's reading vocabulary. There are 50 items, a test word followed by 5 other words, one of which is similar in meaning to test word. The task is to choose the one most similar in meaning. Time allowed, 15 minutes.

Jack's score - below 2nd grade level.
Attempted only 10, 4 correct.

Jack is weak in word recognition and meaning.

The Comprehension Test measures the pupil's ability to read complete prose passages with understanding. There are 21 paragraphs in which a total of 52 blank spaces appear. For each blank space a choice of 5 completions is offered from which the pupil decides which best conforms to the meaning of the whole passage. Twenty-five minutes is allowed.

Jack's score - below 2nd grade level.
Attempted 11, 5 correct.

Jack worked very slowly. His attention and concentration

shortened as paragraphs became more involved. Words were not recognized and meanings unknown.

5. Spelling Diagnostic Test

Thirty-two diagnostic words are dictated. A check list of elements tested shows specific areas of spelling patterns not recognized or utilized.

Jack's score - grade 3 level. 9 correct.
Errors - doubling final consonant before ing, changing y to i before ending, er est ending, ou ow spelling, contractions

6. Interest Inventory

A series of questions designed to get background information, likes and dislikes of child.

Interpretation of Jack's Test Performance:

As test results indicate, Jack needs much work in vocabulary and word meaning. Word analysis skills are weak. All areas of comprehension need strengthening. Appropriate materials to develop these areas are used on a level that Jack can successfully handle. The level at this time is high second grade. With concentration in these areas, speed in reading will increase.

Post-Testing (conducted at the end of school year):

(Test)		(Jack's Score)
Gates MacGinitie	Speed and Accuracy	2.1
	Vocabulary	2.4
	Comprehension	2.2
Gray's Oral Reading Paragraphs		3.0
Dolch's Basic Sight		75% correct
Botel's Phonic Mastery		
	Consonant Blends	100%
	Long and short Vowels	75%
	Vowel Digraphs	60%
	Syllabication	60%
	Nonsense Words (blending)	50%

Post-testing shows that Jack has made some progress this year. However, he still needs concentrated instruction in the same areas. He is to be continued in the program next year.

Development of a Likert Scale

The resource room team developed a questionnaire for teachers[1] and parents.[2] The questionnaire was designed to elicit responses which indicated how they felt about the Abraham Lincoln School resource room program.

The questionnaire was sent to teachers and parents of children with special needs in February. The responses received were overwhelmingly positive.

Development of an Attitudinal Inventory

The resource room team developed a questionnaire for students[3] in the special needs programs. The questionnaire was designed to elicit responses which indicated their interest in the resource room program.

The questionnaire was administered to the children by their regular classroom teachers in February. The children in the primary grades had the questions read to them by their teachers. The responses elicited were recorded by the teachers.

Children in the intermediate grades were given the questionnaire and asked to complete them independently. However, the regular classroom teachers were instructed to clarify questions and give assistance to children who made requests.

The responses received relative to their interest in the resource room program were overwhelmingly positive.

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[1]Appendix P, p. 164.
[2]Appendix Q, p. 168.
[3]Appendix R, p. 172.

Mainstreaming Special Needs Students

All students enrolled in the resource room program were pre- and post-tested using procedures and testing instruments previously discussed.

The implementation of a resource room program and the achievement of the 14 stated objectives was to allow for at least 25% of all children identified as having special needs to be fully integrated into the regular classroom setting by the end of the school year.

We are pleased to state that the main terminal objective of mainstreaming 25% of special needs children was achieved.

MEASUREMENT AND EVALUATION OF OUTCOMES

Of the 14 stated program objectives, eight were successfully met by the completion of the identified tasks. They were objectives 1, 2, 3, 4, 5, 6, 7, and 8.

The remaining six program objectives, numbers 9, 10, 11, 12, 13, and 14, were measured by using the identified subjective (interviews, questionnaires, and observations) and objective data collection techniques (standardized tests, teacher-made tests and school records).

Specifically, program objectives 9, 10, 11, 12, 13, and 14 were evaluated in the following manner:

Objective Nine: Following the orientation, visitation, and dissemination program discussed earlier, the administrators, teachers, and parents were asked via questionnaire their impressions/recommendations. Students scheduled for resource room service were introduced to the rules, objectives, and goals of the room.

The resource room workshop evaluation instrument was constructed to elicit impressions/recommendations of the resource room program. The workshop evaluation form[1] was completed by 86 parents, 49 teachers, and 7 administrators.

The 86 parents responded to the first question in the

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[1]Appendix S, p. 177.

following manner:

1. My overall reaction to this workshop is:

(low) 1 2 3 (1✓) 4 (2✓) 5 (3✓) 6 (10✓) 7 (70✓) (high)

The 49 teachers responded to the first question in the following manner:

1. My overall reaction to this workshop is:

(low) 1 2 3 4 5 6 (2✓) 7 (47✓) (high)

The seven administrators responded to the first question in the following manner:

1. My overall reaction to this workshop is:

(low) 1 2 3 4 5 6 7 (7✓) (high)

The 86 parents responded to the second question in the following manner:

2. My participation in this workshop is:

(low) 1 2 3 (1✓) 4 (2✓) 5 (3✓) 6 (12✓) 7 (68✓) (high)

The 49 teachers responded to the second question in the following manner:

2. My participation in this workshop is:

(low) 1 2 3 4 5 6 (2✓) 7 (47✓) (high)

The seven administrators responded to the second question in the following manner:

2. My participation in this workshop is:

(low) 1 2 3 4 (1✓) 5 (2✓) 6 (4✓) 7 (high)

The 86 parents responded to the third question in the following manner:

3. The usefulness of this workshop for me is:

(low) 1 2 3 4 5 6 7 (high)
(1✓) (85✓)

The 49 teachers responded to the third question in the following manner:

3. The usefulness of this workshop for me is:

(low) 1 2 3 4 5 6 7 (high)
(49✓)

The seven administrators responded to the third question in the following manner:

(low) 1 2 3 4 5 6 7 (high)
(7✓)

The following strengths of the workshop were taken from the completed evaluation forms:

1. Chance to meet resource room staff.
2. Opportunity to view "The Puzzle Children"--an excellent presentation of the learning disabled child.
3. Clarification of the objectives, methods, and materials of each program.
4. Description of child appropriate for each program.
5. Teachers met by grade levels making questions asked relevant to all teachers attending at one time.
6. "Hand-outs" outlining each program were useful and appropriate for permanent file and easy reference.
7. Lists of students in each program for each teacher made entire program easier to understand.
8. Opportunity to examine instructional materials.
9. Workshop encouragcd teacher involvement and reaction from the onset.

10. Presentation concise and easy-to-understand for parents. Workshop encouraged parents' involvement and cooperation.

The following weaknesses of the workshop were taken from the completed evaluation forms:

*1. Difficult to talk about specific children at this meeting.

*2. Length of meeting made it difficult for some parents to remain to ask questions and familiarize themselves with materials.

*3. Amount of material presented made complete understanding of everything difficult.

*Later workshops provided opportunity to meet the needs listed. Comments were reviewed and considered when planning subsequent workshops.

The overall reaction to the workshop by the 142 respondents was high. The responses indicated that all of the workshop objectives were met successfully.

Objective Ten: The resource room staff utilized volunteer parents and eighth grade students who elected teacher aide for credit as part of the eighth grade course of studies.

Before evaluating this segment of the program, the resource room staff made certain that the aides were thoroughly trained in the tasks they would be asked to perform.

Throughout the year, aides were given clearly defined duties to perform.

Each of the resource room specialists was asked to evaluate the teacher aides using the "Resource Room Evaluation of Teacher Aide" form[1] adapted from the North Shore Regional Teacher Aide program.

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[1]Appendix T, p. 178.

A total of six parents and 12 students served as teacher aides during the 1976-77 school year.

The aides were rated in the following 10 areas: relations with others, judgement, ability to learn, attendance, attitude, dependability, quality of work, punctuality, and overall performance.

The overall performance of the six parents was rated as outstanding.

The overall performance of the 12 students was rated 11 as outstanding and one marginal.

We found the teacher aide program to be very successful and will continue the practice next year.

Objective Eleven: The evaluation as to whether or not a student had special needs was determined by the core evaluation team. The instruments used for evaluation were outlined earlier in the text.

The post-testing of children in the special needs program will be analyzed on the following pages.

The resource room teacher serviced 26 students in her program. The grade level breakdown was as follows:

Grade Level	Number of Students
UG	1
K	0
1	2
2	3
3	3
4	7
5	4
6	6

During the post-testing phase of the program, children are tested individually. Post-testing for students in the resource

room tutorial program is the same as the learning disabilities battery (Gillingham Child's Proficiency Scales for Reading and Spelling) with one exception, that being the Key Math Diagnostic Test for children receiving tutorial service in arithmetic.

The following results were recorded for the 26 children:

The Proficiency Scales are written on two levels:

1. Basic reading and spelling for primary grades.
2. Advanced reading and spelling for intermediate grades.

In order for a child to be considered for mainstreaming, he must master the skills in the various skill tests of the proficiency scales. Mastery means the attainment of perfect scores. One child fell into this category and was mainstreamed.

The Key Math Diagnostic Test is also an individually administered test designed to diagnose whether or not math skills have been mastered. Seven children mastered the skills presented in this test and were mainstreamed.

The remaining 18 children did not master the skills required in either reading, spelling, or math. They have been recommended to return to the resource room for tutorial service next year.

Eight out of 26 children or 30.76% were mainstreamed by the resource room teacher.

The learning disabilities teachers serviced 36 students in their program. The grade level breakdown was as follows:

Grade Level	Number of Students
UG	0
K	0
1	1
2	6
3	1
4	8
5	8
6	12

Again, as in the case of the resource room teacher, children are tested individually. The instrument used is the Gillingham Child's Proficiency Scales for Reading and Spelling.

The Proficiency Scales are written on two levels:

1. Basic reading and spelling for primary grades.
2. Advanced reading and spelling for intermediate grades.

Eight children were mainstreamed in this category due to the mastery of skills in the proficiency scales and subsequent attainment of perfect scores.

The remaining 28 children did not master the skills required in reading and spelling and have been recommended to return to the resource room for learning disability service next year.

Eight out of 36 children or 22.22% were mainstreamed by the learning disabilities teachers.

The reading teacher serviced 74 students in her program. The grade level breakdown was as follows:

Grade Level	Number of Students
UG	0
K	0
1	0
2	16
3	15
4	15
5	15
6	13

The post-testing is conducted by the reading teacher using the following instruments described earlier in the text:

1. Gates MacGinitie Reading Test
2. Gray's Oral Reading Paragraphs
3. Dolch's Basic Sight
4. Botel's Phonic Mastery of
   a. Consonant blends.
   b. Long and short vowels.
   c. Vowel digraphs.
   d. Syllabication
   e. Nonsense words (blending).

Children in the resource room for reading service must master at least 80% of the skills in the above tests in order to be considered for mainstreaming.

Nineteen children were mainstreamed in this category due to their mastery of the reading skills tested.

The remaining fifty-five children did not master skills necessary to be on the reading level in their regular classrooms and have been recommended to return to the resource room for reading service next year.

A total of 19 out of 74 children or 25.67% were mainstreamed by the reading teacher.

The speech/language teacher had 21 students enrolled in her program. The grade level breakdown was as follows:

Grade Level	Number of Students
UG	0
K	2
1	9
2	2
3	1
4	5
5	1
6	1

The post-testing is conducted by the speech teacher using the following instruments described earlier in the text:

1. Goldman-Fristoe Test of Articulation
2. Wepman Auditory Discrimination Test
3. Northwestern Syntax Screening Test

The children in the speech/language program in the resource room must have all speech problems corrected before being permanently mainstreamed into the regular classroom setting. The above tests determine whether or not speech deficits have been corrected. In addition, informal speech screening by the therapist

determines the quality of speech and if additional therapy is needed.

Fifteen children were determined to need additional service and were recommended to return next year by the speech/language teacher.

A total of six out of 21 children or 28.57% were mainstreamed by the speech/language teacher.

Overall, there were 157 students enrolled in the resource room this year for tutorial service, learning disability service, corrective reading service, and speech/language service.

Of the 157 students enrolled, 41 or 26.11% were mainstreamed into their regular classrooms.

Objective Twelve: The teacher questionnaire instrument constructed to measure teacher attitudes toward the resource room and school in general was to allow responses on a Likert Scale.

The teacher questionnaire was given to all 49 teachers in the Abraham Lincoln School; 47 were returned completed. All teachers were guaranteed anonymity.

Analysis of results. For the purpose of analyzing this questionnaire we grouped the 29 items into four categories: resource room, teachers, parents, and students. Items that fell into more than one category were reported in both categories. The items were then analyzed and separated by the type of response. See figure 10.

The following represents a reporting of questionnaire items for the four categories:

Resource Room

Teachers surveyed responded very positively to the resource

Teacher Questionnaire Responses By Item Number

Resource Room	Teachers	Parents	Students
Favorable: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 24, 25, 26, 27, 28, 29	Favorable: 1, 4, 5, 12, 13, 14, 15, 16, 19, 20, 28, 29	Favorable: 21, 22, 23, 28	Favorable: 6, 10, 11, 13, 15, 16, 18, 23, 28
In Between:	In Between:	In Between:	In Between:
Unfavorable:	Unfavorable:	Unfavorable:	Unfavorable:

Figure 10.

Note: 1. A favorable response means the bulk of the answers were positive to the question.
2. An in between response means an even split.
3. An unfavorable response means the bulk of the answers were negative to the question.

room. They felt that many materials of varying ability levels were available and that students were learning more this year.

Teachers

Teachers surveyed responded positively saying that they liked working with the resource room staff, made joint decisions with them, and felt that the resource room staff were always available to help them with their problems.

Parents

Teachers responded positively saying that parents know what their child's school day is like this year and felt that parents should compliment the school for the resource room.

Students

Teachers responded positively saying that resource room teachers treated their students as individuals while showing respect for their feelings. They felt that their students were working harder, learning more, and getting along better with other children this year.

The parent questionnaire instrument constructed to measure parental attitudes toward the resource room and school in general was to allow responses on a Likert Scale.

The parent questionnaire was sent to parents of the 157 children enrolled in the resource room; 103 were returned completed. All parents were guaranteed anonymity.

Analysis of results. For the purpose of analyzing this questionnaire we grouped the 29 items into four categories: resource room, teachers, parents, and students. Items that fell into more than one category were reported in both categories. The items

were then analyzed and separated by type of response. See figure 11.

The following represents a reporting of questionnaire items for the four categories:

Resource Room

Parents responded very positively to the resource room program. They felt that many materials of varying ability levels were available, and they liked the idea of children working in small groups.

Teachers

Parents reponded positively saying that teachers are doing a better job this year and wish that their child could have these teachers next year.

Parents

Parents responded positively saying that they know what their child's school day is like and felt that they should compliment the school for the resource room program.

Parents had mixed feelings about doing school work with their children.

Students

Parents responded positively saying that their child was happier, late less, worked harder, liked school more, and gets along better with his peers this year.

Again, parents had mixed feelings about doing school work with their children.

Objective Thirteen: The student questionnaire instrument constructed to measure student attitudes toward the resource room and school in general was to allow responses on a Likert Scale.

Parent Questionnaire Responses By Item Number

Resource Room	Teachers	Parents	Students
Favorable:	Favorable:	Favorable:	Favorable:
4, 6, 7, 8, 9,	2, 4, 5, 6, 10,	2, 5, 9, 12, 20,	1, 8, 9, 12, 13,
10, 11, 20, 22,	11, 17, 21	22, 23, 24, 25,	14, 15, 16, 17,
23, 25, 26, 27,		26, 27, 28, 29	18, 19, 24, 26
28			
In Between:	In Between:	In Between:	In Between:
		3	3
Unfavorable:	Unfavorable:	Unfavorable:	Unfavorable:

Figure 11.

Note: 1. A favorable response means the bulk of the answers were positive to the question.
2. An in between response means an even split.
3. An unfavorable response means the bulk of the answers were negative to the question.

The student questionnaire was administered to the 157 students enrolled in the Abraham Lincoln School resource room program during the 1976-77 school year. All students were guaranteed anonymity. The grade level breakdown was as follows:

Grade Level	Number of Students Girls	Boys	Total
UG	1	0	1
K	1	2	3
1	3	8	11
2	9	18	27
3	6	14	20
4	13	22	35
5	10	18	28
6	8	24	32
	51	106	157

Analysis of results. For the purpose of analyzing this questionnaire we grouped the 40 items into five categories: school, resource room, teachers, parents, and peers. The remaining three items were included so that the survey results would show what type of students took part in the questionnaire. Items that fell into more than one category were reported in both categories. The items were then analyzed and separated by the type of response. See figure 12.

The following represents a reporting of the questionnaire items for the five categories:

School

Students surveyed responded very positively to school in general this year. They liked school more this year, were late and absent less, learned more, worked harder, found school more interesting, and did not worry about failing.

Girls would rather do homework than boys, but both groups found homework generally unfavorable.

Student Questionnaire Responses By Item Number

School	Resource Room	Teachers	Parents	Peers
Favorable:	Favorable:	Favorable:	Favorable:	Favorable:
12, 13, 14, 19,	2, 9, 10, 11, 15,	3, 4, 6, 7, 8,	37, 38, 39	9, 14, 36
25, 27, 28, 30,	16, 17, 19, 20, 21,	11, 15, 18, 29		
31, 32, 33, 34,	22, 23, 24, 25, 26,			
36	28, 31, 40			
In Between:	In Between:	In Between:	In Between:	In Between:
Unfavorable:	Unfavorable:	Unfavorable:	Unfavorable:	Unfavorable:
5				

Figure 12.

Note: 1. A favorable response means the bulk of the answers were positive to the question.
2. An in between response means an even split.
3. An unfavorable response means the bulk of the answers were negative to the question.

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Resource Room

Students responded favorably to all items referring to the resource room. They liked making decisions about their work. They all agreed that the materials in the room were very helpful. Students also agreed that they learned more this year and want to return to the resource room next year.

Teachers

Results in this category show that students agree that their teachers listen, understand them, treat them fairly and as individuals. They strongly agree that their teachers are happy and wish that they could have the same teachers again next year.

Parents

Girls strongly agree that their parents should compliment the school for its resource room program. Boys agreed to a lesser degree. All agreed that their parents like the resource room and know what their school day is like.

Peers

Students responded favorably about their relationships with peers. They like working with other children and get along with them better this year. They also liked school better than their friends did this year.

Objective Fourteen: All students enrolled in the resource room program were pre- and post-tested. The test results have allowed us to properly make placements for the 1977-78 school year.

The main terminal objective of mainstreaming within the regular classroom at least 25% of the children identified as having special needs has been met. We mainstreamed 26.11% of

the children enrolled in the program this year.

I am including as part of the evaluation process an on-site evaluation rating form used by an observer of Project CEC of the Massachusetts Federation of the Council for Exceptional Children.[1]

---

[1]Appendix U, p. 179.

INSTITUTIONALIZATION OF OUTCOMES

Because of the apparently successful design and implementation of the Abraham Lincoln School Resource Room Program, the Superintendent of Schools and the Special Needs Administrator have introduced steps to implement the design into the other schools of Revere next year.

I am also making arrangements for publication of the program in the Massachusetts Teachers Association monthly magazine. Hopefully, dissemination through this media will bring about requests for visitations and information.

This past year the Massachusetts Federation of the Council for Exceptional Children conducted an elementary resource room project seeking to select appropriate models to be written up in a source book that will serve as a standard for resource room programs. A total of eighty-five resource room programs in the State have agreed to participate in the project.

As of this writing, the field has been narrowed down to twelve resource room programs. The on-site observer for the project strongly recommended the Abraham Lincoln School Resource Room Program as one of the six best programs in the State.

CONCLUSION

The Abraham Lincoln School Resource Room is indeed unique. It is a model of what can happen when people work together. It is teamwork at its best.

This new room, which is in its first year of operation, has emphasized the most effective use of educational resources in implementing a special needs program. Special services originally isolated are now consolidated and coordinated into one central location.

There is continual interaction among resource room personnel, classroom teachers, administrators, parents, and students; all participating and contributing to input, feedback, and evaluation of each individual's progress both in the regular classroom and resource room.

This inter-relation and exchange enables staff members to share pertinent and current evaluation and communication at all times. New curricula materials are tried, tested, and evaluated by all the staff for a truly cooperative and enriching program.

The enthusiasm of teachers is overshadowed only by the enthusiasm of the students being serviced in the resource room. The students have become "clock watchers" not in the old sense of its terminology, but with genuine desire to attend a class where they know they are receiving help with their related problems and needs.

It has been a heartwarming experience for the staff to see students return to their regular classrooms sharing proudly their accomplishments with their peers.

The resource room staff initiated an activity called, "Bring-a-Friend Day."[1] Students were allowed to bring guests from their regular classrooms to the resource room for one session. This activity has further enhanced their classroom self-image. The bright students were vying to be chosen to share the experiences offered to the special needs children.

The resource room staff are now looking ahead to a "Newspaper from the Resource Room." All of the students enrolled in the program will be involved in the publication of the newspaper.

There have been many rewarding moments during the implementation of this new model. We do indeed believe our resource room is a model--we can see it in the faces of our students!

---

[1]Appendix V, p. 183.

GLOSSARY

Auditory Discrimination. The ability to hear the differences in sounds (as the difference between b and d sounds).

Chapter 766. Is an education "Bill of Rights" that makes sure children with special needs from ages 3 through 21 get the education, training, and assistance that's right for them. It requires local systems to find and evaluate children with special learning problems, develop individual programs for them, and provide the required services within or outside of the local system.

Core Evaluation Team. For development of the educational plan, the Core Evaluation Team (CET) is composed of a registered nurse (social worker, guidance counselor, or adjustment counselor), a psychologist, a doctor, the child's current or recent teacher, a representative of the school department, the parent of the child, the teacher who will be responsible for the child (when that person is identified) and that teacher's aide, and, at the request of the parent, any professional outside the school who is currently working with the child.

Educational Plan. The Core Evaluation Team develops a plan that takes into account:

1. What the child can and can't do.
2. What the child's learning style is.
3. The specific educational goals that the child can achieve.
4. What will be done to help the child meet these goals.

Educational Prototype. Are program options in the Chapter 766 plan:

1. Regular education with some modification, 25% or 60% time out for specialized services.
2. Substantially separate program within the regular school.
3. Day school or residential program in a special setting.

Fine-Motor (eye-hand coordination). The purposeful coordinated movements of the hand and eye operating in concert with thought patterns to achieve a specific motor task such as writing, sorting, and sewing.

Full Core. A full core evaluation consists of:

1. An assessment by the representative of the school department of the child's educational status.
2. An assessment by the teacher of the child's behavioral abilities, readiness functioning and achievement, and social skills.
3. An assessment by the doctor of the child's health.
4. An assessment by the psychologist of the child's psychological status.

5. An interview between the parents and the nurse (social worker, guidance counselor or adjustment counselor) to discuss the child's circumstances at home and at school.
6. Additional assessments by any specialists on the team.

Gross-Motor. Movement that involves balance, coordination, and large muscle activity, as required for efficiency in walking, running, shipping, jumping, and other physical activities.

Mainstreaming. Is the practice of accessing educationally handicapped children to regular classrooms based on their academic strengths.

Neurologically Impaired. Damage to a part of the neurological system (brain or spinal cord) resulting in a disturbance of the functioning of the individual, i.e., walking, running, writing, learning, etc.

Partial Core. A partial core evaluation is the same as a full core evaluation except that fewer assessments shall be required. An educational plan based on a partial core evaluation can only recommend a program with less than 25% of the time out of a regular class for specialized services.

Perceptually Impaired. Difficulty in learning through one or more of the senses characterizes perceptual impairment. Learning through the traditional avenues of sight and sound require special techniques not needed by most children.

Special Needs. A child with "special needs" is a school-age child who has been determined by the Core Evaluation Team (CET) to be a child with special needs because of temporary or more permanent adjustment difficulties or attributes arising from intellectual, sensory, emotional or physical factors, cerebral dysfunctions, perceptual factors, or other specific learning disabilities, or any combination thereof, who is unable to progress effectively in regular education and requires special education.

Visual Discrimination. The ability to see the differences in things (an e is not an f).

Visual-Motor. The ability to synchronize or coordinate the eyes with the movements of the hand and the thought processes of the brain. Efficiency of three processes operating in concert with each other is required for handwriting and other motor tasks.

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APPENDICES

ABRAHAM LINCOLN SCHOOL
Revere, Massachusetts

RESOURCE ROOM

Log of Chapter 766 Referral Process and Assessment

Name_____ Date of Birth_____
Address_____ Grade_____ Telephone_____

Description ✓ indicates completion		Remarks
Referral Form Date Written By Classroom Teacher_____ Date Completed Form Received_____		
Is Family on Medicaid? Yes___ No___		
Child Observed in Classroom		
Consultation with Classroom Teacher		
Parent Notified of Referral by Telephone/ in Person		
Letter Explaining Referral Procedure Sent Home to Parents		
Study of Health Records Glasses____ Hearing Aid____		
Eye and Ear Examination Scheduled		
Staff Meeting to Determine Assessments Needed		
Speech and Language Screening		
WISC-R Intelligence		
Peabody Picture Vocabulary		
Berea Test of Visual Memory		
Slosson Hand Drawing Test		
Frostig Test of Visual Perception		
Wepman Test of Auditory Discrimination		
Slosson Oral Reading Test		
Durrell Analysis of Reading Difficulty		
Key Math Diagnostic Test		
Detroit Test of Mental Abilities and Learning Aptitude		
"Other"		
Meeting of Specialists and Principal to Determine: Full Core____ Partial Core____ Core Evaluation Not Necessary at this Time___		
Recommendations Submitted to Special Needs Office Date_____		

SPECIAL NEEDS REFERRAL AND PRE-CORE EVALUATION PROFILE

Date_____

Student's Name_____ D.O.B._____ Age_____

Home Address_____

Grade_____ Teacher_____ Name of Parents_____

School_____

1. REASON FOR REFERRAL:_____

_____

_____

REFERRAL BY_____

2. PREVIOUS TESTING:

	Date	Score
Anton-Brenner-Kindergarten	_____	_____
Metropolitan Readiness	_____	_____
Otis-Lennon Test of Mental Ability-1st-3rd-6th	_____	_____
Metropolitan Achievement	_____	_____

Attach copy Metropolitan results to referral.

OTHER TESTING (Outside Agencies) Individualized tests, tests from other schools.

Additional test result information (if needed) may be attached to this form.

3. SUPPORTIVE SERVICES INFORMATION:

LEARNING DISABILITY:
Has pupil been previously screened for L.D. Yes_____ No_____
Date_____

REMEDIAL HELP ALREADY IN PROCESS: (please check)

Corrective Reading ☐
Title I Program Services ☐
Speech and/or Language Therapy ☐
Learning Disability Tutoring ☐
Occupational Therapy ☐
Partially Seeing Tutoring ☐
Counseling ☐
Individual Counseling ☐

Tutoring ☐
Group Counseling ☐
Parent Counseling ☐
By: Guidance Counselor ☐
Adjustment Counselor ☐
Psychologist ☐
Psychiatrist ☐
Physical Therapy ☐

How long has pupil been receiving remedial help (to extent known)? _____

FAMILY BACKGROUND: (Parents, place in family, employment, parent(s) work, etc.)

4. STATE SPECIFICALLY EMPHASIZING OVERT, OBSERVABLE BEHAVIOR AND CONDITIONS AS THEY EXIST

Present Standing in Regular Education-Grades-Subjects-Levels

ACADEMIC ACHIEVEMENT

Reading: Comprehension (Main Idea, Vocabulary; Sequencing; Drawing Conclusions, etc.)

Skills: Phonics, Syllabication, etc. (Initial consonant sounds; blends; vowels; decoding skills, etc.)

Oral Reading:

English: Grammar, Mechanics (Punctuation, Capitals)

Spelling: Assigned Words
Usage: Associates Words and Meanings

Math: Place Value
Basic Facts: Add; Subtract; Multiply; (1 digit, 2 digit, 3 digit) Divide (1 digit, 2 digit)

Computation: Add; Fractions-equivalent add, subtract, multiply, divide; Word problems

DESCRIPTION OF CHILDS BEHAVIOR

Follows Directions

Works Independently

Self Control:
Aggressive/Passive Behavior (Circumstances which usually cause atypical behavior)

MEMORY

MOTOR COORDINATION

Fine: Manipulative Skills: Cutting, Penmanship, Pasting:

Left-Right Dominance evident: Midline awareness

Large Muscles; Gait; Catching; Jumping; Balance

COMMUNICATION SKILLS

Oral Expression

Creative Writing

SOCIAL RELATIONS WITH PEERS, ADULTS AND GROUPS

SUMMARY OF EFFORTS TO MAINTAIN CHILD IN REGULAR CLASSROOM
Indicate Specific Activities and Services (Assigned to Lower Reading Group) (Individualized Work Papers)

5. PLEASE LIST SPECIFICALLY STRENGTHS OF THIS CHILD IN THE FOLLOWING AREAS:

ACADEMIC ACHIEVEMENTS (including awards, citations, etc.)

SUMMARY OF YOUR REASONS FOR SUGGESTING THAT THIS PUPIL HAS SPECIAL NEEDS AND WHY PUPIL SHOULD BE EVALUATED

Principal assigns assessment responsibility:

6. SUMMARY OF PRINCIPAL ASSIGNED ASSESSMENTS (Learning Disability, Speech, Psychologicals)

PRE-CORE RECOMMENDATIONS

EDUCATIONAL PLAN:

Areas of Special Need: _____

_____

_____

Specialist(s): _____

_____

_____

Objectives (Priority Educational List): _____

_____

_____

Team Members	Submitted By
_____	_____
_____	_____
_____	_____

Date Received by SPED Office

Classroom Observation

Name_____ Date_____

Grade_____ Subject_____

Strengths	Weaknesses

Additional Comments:

Revere Public Schools
Revere, Massachusetts
Abraham Lincoln School

Dear_____,

Your child is presently receiving arithmetic tutoring in the Resource Room. I am working closely with _____ classroom teacher toward the improvement of his/her basic math skills. We will review the concepts of time, measurement, and money, but the greatest emphasis will be on the basic arithmetic facts and operations of addition, subtraction, multiplication, and division.

I am suggesting the following at-home activities to reinforce the tutoring work:

1. Flash Card Drill of Addition and Subtraction Facts from 0 - 18.

   Your child has been given sets of these for independent use -- ask about them! We often play "Beat-the-Clock" with the flash cards -- find out how to play!

2. Assign a given number of facts --

   2 16 7 + 8 =
   +3 -9

   How many can your child answer (orally and in writing) in 1 minute? 2 minutes? 3 minutes? An inexpensive egg-timer makes it even more fun!

3. Time -- Measurement -- Money

   Ask your child to do the following, regularly:

   -- read a calendar
   -- tell time; set an alarm clock
   -- read a thermometer
   -- determine the value of money; make change
   -- measure with a ruler and a yardstick
   -- compare the cup, the pint, the quart, and the gallon

We are using a wide variety of materials in the Resource Room. I do believe, however, that regular review of the work as well can mean more effective learning for your child. The effort can make the difference!

Thanking you for your cooperation,

Corinne M. Collar
Resource Room Teacher

Revere Public Schools

Revere, Massachusetts

Abraham Lincoln School

Dear Parents:

Just a short note to let you know what your child is doing in math class in the Resource Room. We are continuing to work very hard toward the mastery of addition and subtraction facts from 0-18. These facts must be learned if your child is going to continue to make satisfactory progress in mathematical skills. Although we use a wide variety of materials and approaches, you can help at home with daily review of the flash cards we send home and with oral and written speed tests.

At this time we are adding and subtracting 2 and 3 - digit numbers and developing the concepts of carrying and borrowing or as we also call them "renaming" or "regrouping." As your child works out problems like these, he/she should tell what is happening in the operation:

$$\begin{array}{r} 261 \\ -379 \\ \hline \end{array}$$

For example: "I can't subtract 9 from 1, so I'll have to borrow one ten!"

We are continuing to work with measurement, time, and money as well. These skills can be easily reviewed each day in your child's routine when you ask: "What time is it? Do you have enough money for lunch and a snack? What's the temperature today?" Your interest and involvement can make a difference!

Thanking you for your cooperation,

Corinne M. Collar
Resource Room Teacher

Revere Public Schools

Revere, Massachusetts

Abraham Lincoln School

Dear Parents:

Just a short note to let you know what your child is doing in math class in the Resource Room. We are continuing to work very hard toward the mastery of addition and subtraction facts from 0-18. These facts must be learned if your child is to continue making satisfactory progress in mathematical skills. Although we use a wide variety of materials and approaches, you can help at home with daily review of the flash cards we send home and with oral and written speed tests.

We are also developing the concept of multiplication and learning the multiplication facts from 0-10. By this time your child should have mastered the multiplication facts from 0-5. We are now multiplying by 2 numbers:

$$\begin{array}{r} 23 \\ \times 12 \\ \hline \end{array} \qquad \begin{array}{r} 431 \\ \times 54 \\ \hline \end{array}$$

Once again I suggest daily practice with the flash cards we've sent home, practice with multiplication problems, and simple problems involving multiplication. In time we'll relate multiplication to division:

If $6 \times 4 = 24$
Then $24 \div 6 = 4$

To develop all these arithmetic skills we're using many instructional aids. Ask your child about the new BFA Math Kit, Chip Trading, drill tapes, and the SRA Overhead Visuals. We're now looking forward to the arrival of a Mathiputer and Language Master to make our math sessions even more fun and more meaningful!

Thanking you for your interest and cooperation,

Corinne M. Collar
Resource Room Teacher

C.E.T. NUMBER
F.C. #_____
L.D. #_____
SP. #_____
OTHER #_____

Date_____

EDUCATIONAL PLAN

NAME_____ D/O/B _____

ADDRESS_____ SCHOOL_____

_____ GRADE_____

On the basis of the pre-evaluation conference findings, and in light of the school's personnel and resources for dealing with the child's special educational needs, outline the Educational Plan recommended by the Conference Team, covering at least the following:

1. Specific Statement of Child's Strengths and Capabilities - (what child can do).

   A. Academically

   _____

   _____

   _____

   B. Motorically

   _____

   _____

   _____

   C. Socially (Peer Relationships) (Adult Relationships)

   _____

   _____

   D. Other - (Hobbies, Interests, Awards, Likes)

   _____

   _____

   _____

   _____

2.

Specific Statement describing the child's measurable physical constraints:

_____

_____

_____

3. Specific statement describing the child's measurable constraints indicating a determination of Special Needs (physical, educational, social):

_____

_____

_____

_____

4. What is the child's learning style?

_____

_____

_____

5. A specific statement of the educational objectives which the child can be reasonably expected to achieve during the following: 3 months, 6 mo., 9 mo. Such objectives shall be listed in order of priority:

Example: Subject Areas

3 months:	6 months:
A. _____	A. _____
_____	_____
B. _____	B. _____
_____	_____
C. _____	C. _____
_____	_____
D. _____	D. _____
_____	_____

cont. on P.3

5. (continued)

9 months

A. _____

_____

B. _____

_____

C. _____

_____

D. _____

_____

6. Services to be provided that will enable the child to achieve these goals. Ex. - See #502.1

_____

_____

_____

_____

7. Parent-Child instruction necessary to enable the child to achieve these objectives:

_____

_____

_____

_____

8. Statement of Classroom Materials and Equipment necessary for child to meet these objectives:

_____

_____

_____

_____

9. What type of Educational Location:

Type of School - regular _____
Voc. Tech _____
Pupil Teacher Ratio: Priv. _____
DMH Facility _____

Reg. Class
SLB
1:1

143

10. Personnel who will provide the Service:

11. Additional Support and/or Counselling Services to be provided to the child's family:

Counselling: Type:

Objectives:

12. State daily schedule of child's program:

13. State number of days during the year the child's program will be provided:

14. State when Program will begin:

15. State Prototype of which plan will be implemented:

Ex: Reg. Educ. with Modif.
" " " 25%
" " " 60%

Substantially Separate:

Home_____ Hospital_____

Residential_____

Day Program_____

16. Name of C.E.T. member designated as Co-ordinator of child's program:

_____

_____

17. How is follow-up and review of plan to be handled?

_____

_____

_____

_____

18. Other features or comments:

_____

_____

_____

_____

19. Transportation Plan by whom; schedule; duration:

_____

_____

_____

_____

Signatures of Conference Participants:

Medical	Psychological
Social	Educational
Admin. Rep. (Education)	Special Educator

Other Conference Participants: Titles:

CHAIRMAN:

Date of Conference with Parent

RESPONSE OF PARENT: (Please check one)

1. I accept the Educational Plan outlined above

2. I do not accept the Educational Plan outlined above

I understand that I may seek a second opinion or comparable evaluation as provided in the regulations.

Signature of Parent or Guardian Date:

Please return to C.E.T. Chairman in 30 days.

Child has Educational Special Needs

Child does not have Educational Special Needs

SIGNATURE:
Administrator of Special Education

Revere Public Schools
Revere, Massachusetts 02151
Abraham Lincoln School

Office of the Principal

September 24, 1976

Dear _____:

We cordially invite you to a "Getting - to - Know the Resource Room" Open House to be held on Wednesday, September 29, 1976, at 10:00 a.m. in the Abraham Lincoln School Library.

At this time the services offered to your child will be explained.

We are looking forward to seeing you at this time.

Very truly yours,

Rocco J. Malfitano

Rocco J. Malfitano
Principal

Deborah Bloom
Rachel Coccimiglio
Corinne Collar
Eleanor Connolly
Anita Cutler
RESOURCE ROOM STAFF

- -

Please sign and return IMMEDIATELY.

☐ I do plan to attend.

☐ I do not plan to attend.

ABRAHAM LINCOLN SCHOOL
Revere, Massachusetts

from the

R E S O U R C E R O O M

Name: _____

Date: _____

Skills Being Developed:

_____

_____

_____

_____

Materials Used:

_____

_____

Suggested Activities for Reinforcement:

_____

_____

_____

_____

Corinne M. Collar

February 15, 1977

Dear Teachers:

In order to provide you suitable materials for students working below grade level, we need to identify such students and their approximate instructional level in reading, spelling, language, and arithmetic.

Thank you for your cooperation.

The Resource Room Staff

January 21, 1977

Dear Teachers:

We're happy to announce the arrival of the DLM (Developmental Learning Materials) Auditory Perception Training Kit. APT is a program designed to present, in a sequential manner, five areas of auditory perception, each containing three levels of activities. The five Basic Areas are:

1. Auditory Memory
2. Auditory Motor
3. Auditory Figure-Ground
4. Auditory Discrimination
5. Auditory Imagery

The APT Kit allows the teacher the flexibility of use with individual students, small groups or classes.

We invite you to the Resource Room at your convenience to examine the materials.

THE RESOURCE ROOM STAFF

February 10, 1977

Dear Teachers:

We've just received the Listening Skills Development Program created by the Oregon Teaching Center. The kit includes 18 taped lessons with workbooks and 72 preplanned developmental lessons for both the primary and the intermediate level for the following skills:

Primary Listening Units

1. Following Simple Directions
2. Discriminating Between Single Sounds
3. Discriminating Between Words
4. Decoding with Context Clues
5. Repeating and Summarizing What is Said
6. Interpreting Meaning from Descriptions
7. Recognizing and Recalling Details
8. Recalling Sequences
9. Interpreting Main Ideas
10. Following More Complex Directions
11. Developing Telephone Skills
12. Making Comparisons
13. Drawing Inferences
14. Identifying Cause and Effect and Predicting Outcomes
15. Assessing the Speaker's Competance and Bias
16. Identifying Relevant Information
17. Identifying Missing Elements and Detecting Nonsense
18. Recognizing Emotional Language

Intermediate Listening Units

1. Following Simple Directions
2. Decoding with Context Clues
3. Interpreting Situational Clues
4. Recognizing and Recalling Details
5. Recalling Sequences
6. Identifying Similarities
7. Drawing Inferences and Making Generalizations
8. Identifying Cause and Effect
9. Interpreting Main Ideas
10. Following More Complex Directions
11. Examining Sources
12. Detecting Nonsense
13. Separating Fact and Opinion
14. Recognizing Emotional Language
15. Analyzing Relevance of Information
16. Identifying Unsupported Statements
17. Identifying Missing Elements
18. Recognizing Ad Hominum Response

The lessons appear to correlate well with our reading programs and may be useful in the context areas as well.

We have the kit on a 10-day trial, and we invite you to help in the assessment of the program.

A professionally recorded tape (with script) which review the discoveries of educational research concerning the teaching of listening is also available for your use.

Please note, however, that the students CANNOT write in the workbooks as only 36 accompany each of the two levels. Plastic sheets, markers, discs, or even tracing paper may be used instead.

The program may be an effective extension of the DLM Auditory Perception Kit which many of you are already using. Let's find out! The reactions, evaluations, and ideas of you and your students are most welcome!

The Resource Room Staff

Rules of the Resource Room

By Us ~
For Us

1. Walk to and from the Resource Room.
2. Enter quietly - do not disturb classes in session.
3. Arrive for class on time.
4. Close the doors quietly.
5. Get your homework in on time.
6. Use the materials properly - handle with care!
7. Be a good listener - pay attention to your teacher and your classmates.
8. It's all right to make a mistake.
9. Use your best manners at all times.
10. Help yourself - do your own work.
11. Respect the property of others.
12. No gum chewing.
13. Sit on chairs properly - chairs can tip over.
14. Use polite language - control your voice.
15. Use any "free time" wisely.
16. Put away materials at the end of class.
17. Leave in one group - wait for your classmates!

Revere Public Schools
Revere, Massachusetts 02151
Abraham Lincoln School

Office of the Principal

To the Parents:

We are seeking parents who are interested in volunteering to assist teachers as aides in our school. Volunteers are needed in the following areas:

(check area of interest)

- ☐ Special Education Classrooms
- ☐ Speech Therapy
- ☐ Resource Room

Volunteers will be supervised by the classroom teachers/therapists. Duties will include working directly with children following specific programs.

If you are interested, please fill in the slip below and have your child return it tomorrow.

Very truly yours,

Rocco J. Malfitano

Rocco J. Malfitano
Principal

- -

_____
(Volunteer's Name)

_____
(Address)

_____
(Telephone Number)

Please circle days and times you will be available:

MON AM	WED AM	FRI AM
MON PM	WED PM	FRI PM
TUES AM	THURS AM	
TUES PM	THURS PM	

ABRAHAM LINCOLN SCHOOL
Revere, Massachusetts

Rocco J. Malfitano, Principal

To the Parents of Pupils in Grade Seven:

Pupils entering grade eight at the Abraham Lincoln School are allowed to choose one or more electives from the courses listed below. Pupils may choose either one (1) full year course OR two (2) half year courses. The elected courses meet five times a week and are subject to our approval.

- -

FULL YEAR COURSE

(Choose in order of preference 1, 2, 3, 4)

☐ Media Center Workshop ☐ Band

☐ Administrative Aide ☐ Library Aide

HALF YEAR COURSE

(Choose in order of preference 1, 2, 3, 4, 5, 6)

☐ Art ☐ Teacher Aide

☐ Music ☐ Typing

☐ Conversational French ☐ Conversational Italian

Name_____Homeroom___Division___Date_____

_____
Parent's Signature

ABRAHAM LINCOLN SCHOOL
Revere, Massachusetts

Suggested Teacher Aide Duties

I. CLERICAL

1. Collecting lunch and milk money.
2. Collecting money for class pictures, field trips, etc.
3. Sending for free and/or inexpensive classroom materials.
4. Keeping records of books children have read.
5. Keeping inventory of classroom stock--equipment, books, and instructional supplies.
6. Managing classroom libraries.
7. Duplicating and collating instructional materials.
8. Duplicating students' writings and other works.
9. Helping with and duplicating scripts for plays and skits.
10. Keeping and maintaining a folder of representative work for each pupil.
11. Filing resource materials for various teaching units.

II. HOUSEKEEPING

1. Assisting in the preparation and supervision of pupil work areas.
2. Mixing paints for art instruction, putting down drop cloths, etc.
3. Arranging instructional materials for accessibility.
4. Helping with pupil clean-up time.

5. Keeping bulletin boards current and neat.

6. Keeping blackboards clean and ready for use.

7. Maintaining orderly arrangement for the classroom.

8. Watering plants and tending pupil classroom projects.

9. Preparing and serving refreshments at snack time, and cleaning up afterwards.

10. Arranging interesting and inviting corners for learning; science or recreational reading areas; investigate areas.

III. NON-INSTRUCTIONAL

1. Gathering supplementary books and materials for instruction.

2. Distributing books and supplies.

3. Collecting homework and test papers.

4. Building up resource collections.

5. Obtaining special materials for science and other projects.

6. Checking out library books in central library for pupils and/or teachers.

7. Displaying pupil work.

8. Helping children with their clothing.

9. Helping in the preparation of assembly plays and programs.

10. Setting up special classroom exhibits.

11. Accompanying a child to the office, nurse's room, etc.

IV. AUDIO-VISUAL ASSISTANCE

1. Ordering and returning films, filmstrips, and other AV materials.
2. Returning AV requipment.
3. Setting-up and operating overhead projectors, slide viewers, and other instructional equipment.
4. Previewing films and other AV materials.
5. Preparing introductions to give children background for viewing AV materials.

V. INSTRUCTION-RELATED

1. Assisting in the preparation of instructional materials -- cutouts, flash cards, charts, transparencies, etc.
2. Assisting in the arrangement of displays for teaching purposes.
3. Listen to the children's oral reading.
4. Assisting in the instruction of children in the safe and proper use of tools.
5. Asssisting the teacher in special demonstrations in science.
6. Providing accompaniment in music classes.
7. Reading and storytelling.
8. Helping pupils find reference materials.
9. Reading, spelling, or vocabulary lists.
10. Assisting with drill work, with word, phrase, and number flashcards.

Referral Written: Name: Grade:

Referral Received: D.O.B.: Age:

Testing Completed: Referred By:

Core Date: Reason:

Type of Core: Full Partial Known Physical Restraints:

Services Child is Presently Receiving:

Additional Information:

Background Information

Metropolitan Achievement Test Grade: Date Tested:

Word Know.	Word Anal.	Read.	Total Read.	Language	Spelling	Math. Comp.	Math. Con.	Math. Pr.S.	Total Math.	Science	Soc. Stu.	
												Stanines
												Grade Equiv.

Otis Lennon Mental Ability Test Grade: Date Tested: D.I.Q. M.A. Stanine

Other Tests:

Clinical Reports:

Comments

Classroom Teacher(s):

Special Teacher(s):

Observation of Child:

Observation of Child in Testing Situation:

Cumulative Card shows: good fair poor performance through the years.

Behavior has been: good poor

Test Battery

Intelligence Testing

WISC-R

Verbal Score_____Performance Score_____

Full Scale Score_____

Classification_____

Point Difference between
Verbal and Performance_____

Analysis of Intertest Scatter

Verbal	Performance
Weaknesses:	Weaknesses:
Strengths	Strengths

Intelligence Testing

PEABODY PICTURE VOCABULARY TEST I.Q. M.R. %

OTHER TESTS _____

_____

_____

_____

Perception Testing

BEREA TEST OF VISUAL MEMORY _____

_____

_____

_____

FROSTIG TEST OF VISUAL PERCEPTION

I. Eye-Motor Coord. _____

II. Figure-Ground Discrimination _____

III. Form Constancy _____

IV. Positions In Space _____

V. Spatial Relations _____

P.Q. _____

% Rank _____ H M L

SLOSSON HAND DRAWING TEST _____

_____

_____

_____

WEPMAN TEST OF AUDITORY DISCRIMINATION

Number Errors _____

Types of Errors _____

Errors in: initial _____ medial _____ final _____

varies _____

Perception Testing

OTHER TESTS _____

_____

_____

_____

_____

_____

Weaknesses Noted In Perception

Visual	Auditory

Academic Testing

SLOSSON ORAL READING TEST_____

_____

_____

_____

DURRELL ANALYSIS OF READING DIFFICULTY

Oral Reading grade level_____ comments:_____

comp._____ _____

_____

_____

_____

Silent Reading grade level_____ comments:_____

comp._____ _____

_____

_____

_____

Listening Comprehension_____

Word Recognition_____

Word Analysis_____

Academic Testing

DURRELL ANALYSIS OF READING DIFFICULTY continued.....

Visual Memory of Words (Intermediate) _____

_____

_____

Hearing Sounds in Words (Primary) _____

Learning to Hear Sounds in Words symbol → sound _____

sound → symbol _____

Sounds of Letters (blends & digraphs) _____

Learning Rate _____

Phonic Spelling of Words _____

_____

_____

_____

Spelling Test _____

_____

_____

Handwriting _____

_____

Academic Testing

DURRELL continued

		Capital	Small
Letters	naming:		
	identifying:		
	matching:		
	writing:		

Can child say alphabet?

Can child write alphabet cursively?

difficulties in:
- sequence
- letter form
- cap/small confusion
- transpositions
- spacing
- spatial relations
- other

Days of Week?

Months of Year?

Name?

Visual Memory of Words (primary):

Academic Testing

DETROIT TEST OF MENTAL ABILITIES AND LEARNING APTITUDE

Weaknesses	Strengths

KEY MATH

OTHER TESTS

Academic Problems as Related to Perceptual Difficulties

VISUAL

Strengths	Weaknesses	Academic Test

Academic Problems as Related to Perceptual Difficulties

AUDITORY

Strengths	Weaknesses	Academic Test

OTHER DIFFICULTIES

Description	Test or Behavior

Recommendations

I. This child has difficulties in the area circled:

1. Perceptual and Academic.
2. Academic.
3. Perceptual

Eyes Checked____ Ears Checked____

II. Placement:

1. Regular Class with modifications.

Suggestions_____

_____

_____

2. Learning Disabilities.
3. Remedial Reading.
4. Speech.
5. Small Learning Group/Resource Room.
6. Counseling.
7. Other._____

_____

_____

III. Further Testing and Assessment:_____

_____

_____

INSTRUCTIONAL GUIDE OUTLINING THE ORTON-GILLINGHAM METHOD OF REMEDIAL TRAINING

FOR

CHILDREN WITH SPECIFIC DISABILITY IN READING, SPELLING, AND PENMANSHIP

GUIDE - 17 SPELLING RULES AND GENERALIZATIONS TO BE USED WITH ORTON-GILLINGHAM PROGRAM

RULES

Rule 1- Double F, l, s

Rule 2- Doubling the final consonant (monosyllables).

Rule 3- Doubling the final consonant (poly syllables).

Rule 4- Silent E (vcℯ).

Rule 5- Regular plurals (s).

Rule 6- Plurals of nouns ending in s, x, z, ch, or sh (es).

Rule 7- Plurals of nouns ending in y (s) after a vowel change y to i and add (es) after a consonant.

Rule 8- Plurals of nouns ending in o (s) after a vowel after consonant consult dictionary.

Rule 9- Plurals of nouns ending in f or fe regularly s exceptions change f or fe to v es.

Rule 10- Possessives.

Rule 11- Plurals of letters, figurrs, and signs ('s) examples c's a's.

Rule 12- ie and ei I before E except after c and when sounded like A as in neighbor and weigh.

Rule 13- Suffix ful base word plus ful (no change).

Rule 14- Suffix ly base word plus ly (no change).

Rule 15- Y rule-words ending in a diphthong, the second letter of which is y, remain unchanged before any suffix.

Rule 16- Prefixes dis and mis dis plus base word (no change) mis plus bse word (no change).

Rule 17- Prefixes changed for the sake of euphony (The final consonant of a prefix may change to match the following letter or to a letter more easily blended with it.) Example col lide instead of con lide.

READING SKILLS	WRITING AND SPELLING SKILLS
1. Name/sound for each consonant	1. Writing symbol for sound presented
2. Name/sound for each short vowel	2. Writing symbolfor sound presented
3. Blend consonant-vowel-consonant (cuc) viwth short vowel	3. Spelling cuc words
4. Diagraphs at beginning/end closed syllables	4. Spelling one-syllable words containing diagraphs at beginning and/or end
5. Blends at beginning/end closed syllables	5. Spelling phonetic words with blends at beginning and/or end
6. Read words (vowel long) due to addition silent e (vce)	6. Spelling phonectic vowel consonant e words
7. Read certain non-phonetic words	7. Not presented on entirety at this point-phonetic reading only
8. Read polsysyllables with 2 closed syllables	8. Spelling of phonetic polysyllables (admit, invest, establish)
9. Read words phonetic for reading but not for spelling (y, yce, y (i) (e), (ey) in monosyllables and polysyllables	9. Spelling of one syllable words ending in y (i) (try, fry, spry) otherwise phonetic for reading only
10. Read sound ph, x, qu in words	10. Spell phonetic words containing x, qu. ph-strictly phonetic for reading only.
11. Read other sounds c and g. (hard vs. soft)	11. At this point for reading only (will be introduced for spelling when reading skills are proficient.)
12. Read monosyllables and polysyllables including c and g sounds	12. At this point for reading only (will be introduced for spelling when proficiency in reading is attained.
13. Read long vowel sounds in closed syllables	13. Spelling of closed syllable words containing long vowel
14. Read words including ild, old, ind, ost.	14. Same as above
15. Read vowel with ng, nk combinations in one syllable words	15. Spelling words with said combinations
16. Read vce in polysyllables where first syllable is closed.	16. Spelling of vce polysyllabic words (mis take, stam pede)

17. Read words with long vowel sounds in open syllables	17. Spelling of words with long vowel sounds in open syllables
18. Divide and read polysyllables with 3 consonants between 2 vowels	18. Spelling of polysyllabic words containing 3 consonants between 2 vowels (membrane, distrust, distribute)
19. Divide and read polysyllables with 1 consonant between 2 vowels	19. Spelling of polysyllabic words containing 1 consonant between 2 vowels (omit, open, evict)
20. Read vowel r combinations in polysyllables	20. At this point phonetic for reading only. Will be introduced for spelling when child has developed proficiency in this skill
21. Read dipthongs in one syllable words	21. Same as above
22. Read polysyllables containing sipthongs	22. Same as above
23. Read words containing combinations tch, ck, ing, ink, ang, ank	23. Same as above with the exceptions of ing, ink, ang, ank which will be spelled
24. Read words containing spelling combinations sion, tion	24. Same as above
25. Read words with ch as (k) and (sh)	25. Same as above
26. Read words with syllables ed, ble	26. Spelling of selected <u>ed</u> and <u>ble</u> words
27. Read dipthong combinations igh, eigh, ay, ow (cow), ou (out), oo (food), ew (few), ee, ou (soup), oa, oo (book), ow (Snow), ue (true), oy, ea (great), ea (eat), ai, aw, ey (valley), au, ea (head), ew (grew), eu, ei (ceiling) (vein), ie (chief), oe, oi, ue (rescue).	27. At this point phonetic reading only. Will be introduced for spelling when child has developed proficiency in reading these words.
28. Dictionary techniques used for the multiple spellings and pronunciations of previously taught sounds (which have multiple spellings) eg., k- sound - can be spelled k, ck, ch, c, sc. In addition the schwa sound will be included with syllable accenting (at upper grade levels) at this point.	28. Multiple will be taught only to and for those children able to generalize

9. Read orally without omissions, substitutions, losing place, reversing, transposing, or inverting letters in words	29.
0. Hopefully child will be proficient enough in spelling and reading to be dismissed from the Learning Disability Program.	30.

SPELLING RULE 1: Words Ending in ff, ll, or ss

EXPLANATION: Words of one syllable, ending in f, l, or s, after one vowel, usually end in double ff, ll, or ss.

Exceptions:

a) if the f sounds like /v/ or the s sounds like /z/ the rule does NOT apply.

b) if, clef, pal, nil, sol, gas, this, us, thus, yes, bus, pus, plus.

c) miscellaneous double consonants are not included in the rule: odd, ebb, egg, err, shirr, fizz, buzz, fuzz, add.

d) many monosyllabic proper nouns end in double cons: Penn, Grimm, Squibb, Todd, Rapp, Ann-

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SUGGESTED ACTIVITIES

1. Students could compile a list of words that would represent the rule.
2. Students could collect a list of words that are the exceptions to the rule.

   In either activity one or two students could scan reading material: newspapers, classroom text, magazines, etc. for their list

3. Teacher could compose worksheets using words that adhere or do not adhere to the rule and the student is to indicate whether or not the word is used correctly.
4. Sentences could be constructed by the teacher and dictated to the student to evaluate the application of the skill.
5. The list of words accumulated by the student could be used for vocabulary development or dictionary skill development, whereby the student could discriminate between real and nonsense words.

SPELLING RULE 4: Silent e

EXPLANATION: words ending in silent e drop the e before a suffix beginning with a vowel, but do NOT drop the e before a suffix beginning with a consonant:

Example: hope & ing = hoping
hope & ful = hopeful

Note: In words ending in two e's, (see) neither e is silent, the dipthong ee producing the e sound. If one e were dropped when a suffix beginning with a vowel was added the resulting word would contain another dipthong not necessarily sounding e seing, agreable

Exceptions: 1. Exceptional words ending in an e that are not silent, the rule will also apply:

Example: epitome & ize = epitomize

2. With some words the e is either retained or dropped according to the suffix:

Example: tame & ing = taming e dropped, suffix begins with a vowel

tame & ed = tamed same

tame & ly = tamely e k, suffix begins with a consonant

tame & ness = tameness same

3. Words ending in ce or ge retain the e before a suffix beginning with a or o.

4. A few words drop the final e before a suffix beginning with a vowel.

5. Some words drop the final e before a suffix beginning with a consonant. The important ones should be memorized.

Discussion of Exemptions:

1. The fact that c and g are usually soft before e, i, or y and hard before a, o, or u having become thoroughly familiar, it will seem reasonable that the e of a word ending in ce or ge whould be retained before a suffix beginning with a or o to preserve the soft sound of c or g.

SPELLING RULE 8: Plurals of Nouns ending in o

Nouns ending in o after a vowel form the plural by adding s:

Example: studio, studios.

For the plural of nouns ending in o after a consonant, consult the dictionary.

There is a great irregularity in forming the plurals of nouns ending in O preceded by a consonant, both s and es being found. A large number of those which add s are foreign words but this fact is no help since there is no way for the pupil to know which are foreign words. Spanish words, familiar to those who know the southwestern United States, take s in the plural, as do also naturalized Italian words, largely associated with music. The Italian plural would end in i. Some words even allow two plurals with slightly different meanings. The dictionary is the only sure guide.

SUGGESTED ACTIVITIES

1. Before rule is introduced, dictionary skills must be taught.

   eg. A. List of words to be put in alphabetical order.

   B. Teach sections - hold up letters, have students tell if the letter is in the 1st, 2nd or last third of dictionary.

   C. Guide words and their use.

   D. List of words for child to find on the specific page of dictionary. Child tells page and guide words. (position of word on page)

2. Give list of words ending with o for child to make into plurals. Child should recognize that if the word ends in o after a vowel he can add s. Others he must look up in the dictionary.

3. Child should not be expected to memorize all o words that are not pluralized by adding s.

SPELLING RULE 10: Possessives

The singular possessive of nouns is formed by adding 's to the singular:

Example: Tom's knife, the child's toy.

The plural possessive is formed by adding an apostrophe to a plural:

Example: the boys' knives, the rabbits' burrow;

And by adding 's to a plural not ending in s:

Example: men's voices, women's work.

The possessive of personal pronouns does not require an apostrophe. The form of the word indicates possession:

Example: his, her, their.

The possessive form of an indefinite pronoun does require an apostrophe:

Example: one's, anybody's, everybody's, somebody's, nobody's

any one's, no one's, every one's.

Singular possessives. The pupil who is confused about the use of the spostrophe and inserts it in his plurals, e.g., "The boy's went for a swim." has been helped by being shown that the words apostrophe and possessive are both long, that they have the same number of letters,

a-p-o-s-t-r-o-p-h-e-
p-o-s-s-e-s-s-i-v-e-

whereas, plural is much shorter and cannot be paired with apostrophe.

This device is helpful, but by no means settles the matter for most children. There must be drill-always drill! The following presentation has produced good results.

Example:

Singular	Plural
horse	
tiger	
lion	
man	

Singular	Plural
horse	horses
tiger	tigers
lion	lions
man	men

SUGGESTED ACTIVITIES

1. Teach singular possessive first. Activities to be sure child knows what an apostrophe is and how to write it. Give list of singular possessives for child to copy.

boy's toy
dog's bone
lady's hat
Tom's knife
etc.

Do not let child connect the 's to the word.

2. List the indefinite pronouns - have class change them to possessive.

3. Have class write sentences using the indefinite pronouns. Have class draw an arrow from the indefinite pronoun to the thing that is owned.

Example:

Someone's boat was stolen

For a word to have 's something must be owned.

THE LEARNING DISABILITY PROGRAM
ORTON-GILLINGHAM-READING & SPELLING
STUDENT PROFILE

(SEE REVERSE SIDE)

*Spelling Skills

CODE I-INTRODUCED R-NEEDS REVIEW M-MASTERED	Name / sound for each consonant	Name / sound for each short vowel	Blend con. v. cons. with short vowels	* Spelling C.V.C. words	Digraphs at beg. /end closed syllables	* One syll. words with digraphs at beg./ end	Blends at beg. / end closed syll.	* Phonetic words with beg. / end one syll. words	Read v.c.e. words	* Spelling v.c.e. words	Non-phonetic sight vocabulary	* Polysyllables with 2 closed syllables	Phonetic Polysyllables	* Phonetic words: y,yce,y (i)(e), ey in mono & Polysyll	* One syll. words ending in "y" (I)	Ph, X, Qu. words	* Phonetic words with Qu and X	Hard C and G sound words	Soft C and G sound words	Mono. & polysyll. words including C and G sounds	Long vowel sounds in closed syllables	Words including ild, old, ind, est	* Closed syllable words containing long vowel	* Vowel with ng, nk, in one syll. words	* Spelling ng, nk with vowel in one syll. words	* V.C.E. in polysyll. where first syll. is closed	* V.C.E. in polysyll. where first syll. is closed	Long vowel sounds in open syllables	* Long vowel sounds in open syllables	Divide and Read polysyll. with one cons. between 2 vow.	* Polysyll. words 3 cons. between 2 vowels
Year: Qtr: Grade: Tchr: School:																															
Year: Qtr: Grade: Tchr: School:																															
Year: Qtr: Grade: Tchr: School:																															
Year: Qtr: Grade: Tchr: School:																															

CODE I-INTRODUCED R-NEEDS REVIEW M-MASTERED	Divide and Read polysyll. with one cons between 2 vow.	* Polysyll. words with one cons. between 2 vow.	Vowel - "r" combinations in polysyll	Diphthongs in one syll. words	Polysyll. with diphthongs	Words with: ang, tch,ck, ing, ink, ank	Spelling: ing, ink, ang, ank, words	* Words with: sion , tion	Words with: ch (k) and sh	Words with syllables ed, ble	* Selected ed ble words	All Dithong Combinations	Dictionary Techniques for multiple spellings and pronunciations	DISTINCT SPELLING RULES APPLIED IN CONJUNCTION WITH READING SKILLS Rule 1 Double l,f,s	Rule 2 Doubling final cons. (Monosyll	Rule 3 Doubling final cons. (polysyll	Rule 4 Silent "e" (v.c.e.)	Rule 5 Regular Plurals	Rule 6 Noun Plurals ending in: s,x,z ch,sh	Rule 7 Noun Plurals ending in "y"	Rule 8 Noun Plurals ending in "o"	Rule 9 Noun Plurals ending in "f" "fe"	Rule 10 Possessives	Rule 11 Pluralsof letters figuresand signs	Rule 12 "ie" "ei"	Rule 13 Suffix "ful" to base words	Rule 14 Suffix "ly" to base words	Rule 15 "y" rule with words ending in a diphthong	Rule 16 Prefixes "dis" "mis" with base words	Rule 17 Prefixes-changeor for sake of euphony
Year: Qtr: Grade: Tchr: School:																													
Year: Qtr: Grade: Tchr: School:																													
Year: Qtr: Grade: Tchr: School:																													
Year: Qtr: Grade: Tchr: School:																													
Year: Qtr: Tchr: School:																													

ABRAHAM LINCOLN SCHOOL

RESOURCE ROOM TEACHER QUESTIONNAIRE

Below are a few statements about your feelings on the Abraham Lincoln School Resource Room. Please circle the <u>one</u> response which best says how you feel about the following statements.

1. We often get a chance to make decisions together.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

2. The resource room team listens to what I have to say.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

3. The resource room team makes sure I always understand what they want me to know.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

4. I really like working with the resource room staff.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

5. The resource room staff is often too busy to help me when I need help.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

6. Children are treated as individuals.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

7. There are many materials to use in the resource room.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

8. The resource room is attractive.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

9. Activity areas in the resource room provide materials for different student ability levels.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

10. The resource room staff show respect for student's feelings.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

11. The children discuss resource room activities in class.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

12. Teachers and resource room staff plan many activities together.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

13. I have a good idea of how special needs students are doing this year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

14. It is easier to understand the special needs program this year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

15. This year my special needs students work harder at school work than before.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

16. This year my special needs students get along better with other children.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

17. I believed that the resource room was a good idea when I first heard of it.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

18. My special needs students are learning more in the resource room this year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

19. Special needs services are better coordinated this year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

20. The teacher aide program is helpful.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

21. Parents should compliment the school for this resource room.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

22. Parents like the resource room.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

23. Parents know what their child's school day is like.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

24. The resource room is what I thought it would be.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

25. The resource room is in a good location.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

26. Children go to the resource room too often.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

27. The resource room is properly supervised.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

28. I like the Wednesday morning conference and consultation time blocks.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

29. The resource room workshops helped me understand the tasks I would be asked to perform.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

ABRAHAM LINCOLN SCHOOL

RESOURCE ROOM PARENT QUESTIONNAIRE

Below are a few statements about your feelings on the Abraham Lincoln School Resource Room. Please circle the one response which best says how you feel about the following statements.

1. Each morning my child looks forward to coming to school.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

2. Parents often get a chance to make decisions together with teachers.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

3. I like to do school work with my child this year.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

4. The resource room staff makes sure I always understand what they want me to know.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

5. I wish my child could have these teachers next year.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

6. The resource room teacher is often too busy to help me when I need help.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

7. There are many materials to use in the resource room.

   Agree a lot Agree a little Disagree a lot

   Disagree a little In between

8. Activity areas provide materials for different student ability levels.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

9. I like my child working with small groups.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

10. The teachers show respect for student's ideas.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

11. The teachers show respect for student's feeling.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

12. I have a good idea of how my child is doing in class this year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

13. My child is happy.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

14. This year my child likes school less.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

15. This year my child is late to school more often.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

16. This year my child likes school more than last year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

17. This year I feel the teacher is too busy to help my child when he needs it.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

18. This year my child works harder at school work than before.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

19. This year my child gets along better with other children.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

20. I believed that the resource room was a good idea when I first heart of it.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

21. Teachers are doing a better job this year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

22. The parents should compliment the school system for this resource room.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

23. The parents like the resource room.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

24. The parents know what their child's school day is like.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

25. The resource room is what I thought it would be.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

26. I would like my child to be in the resource room next year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

27. I like the Wednesday morning conference and consultation time blocks.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

28. The resource room workshops helped me understand the special needs program.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

29. I am informed of my child's progress often.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

ABRAHAM LINCOLN SCHOOL

RESOURCE ROOM STUDENT QUESTIONNAIRE

Below are a few statements about your feelings on being a student in the Abraham Lincoln School Resource Room. Please circle the one response which best says how you feel about the following statements.

1. Each morning I look forward to coming to school.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

2. In the resource room, we often get a chance to make decisions together.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

3. My teacher(s) listen to what I have to say.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

4. My teacher(s) try to make school interesting for me.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

5. I like to do school work at home in the evenings.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

6. My teacher(s) don't understand me.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

7. My teacher(s) treat me fairly.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

8. My teacher(s) make sure I always understand what they want me to know.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

9. I really like working with other children in the resource room.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

10. I feel good when I'm in the resource room.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

11. I hope to have these teachers next year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

12. I like to stay home from school.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

13. The biggest reason I come to school is to learn.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

14. I like school better than my friends do.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

15. My teacher(s) are often too busy to help me when I need help.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

16. I often feel lost in the resource room.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

17. Most resource room activities are too noisy.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

18. The teacher's so busy trying to keep order that she has little time to help children.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

19. I am treated as an individual.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

20. When I finish my assignments, there is plenty for me to do in the resource room.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

21. There are many materials to use in the resource room.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

22. The resource room is attractive.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

23. I have freedom to move about the room in order to learn.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

24. I like working with small groups.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

25. I don't worry about failing this year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

26. Students and teachers plan many activities together.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

27. I am bored at school.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

28. I have a good idea of how I am doing in class this year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

29. My teachers are happy.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

30. This year I like to do my school work.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

31. I have learned more this year than I thought I would.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

32. This year I like school less.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

33. This year I am late to school more often.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

34. This year I like school more than last year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

35. This year I work harder at school work than before.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

36. This year I get along better with other children.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

37. My parents should compliment the school system for this resource room.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

38. My parents like the resource room.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

39. My parents know what my school day is like.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

40. I would like to be in the resource room next year.

Agree a lot Agree a little Disagree a lot

Disagree a little In between

The questions in this part are included so that the survey results will show what type of students took part in this study. Please check your answers.

41. I am a: Boy Girl

42. I am in grade: K 1 2 3 4 5 6

43. I was a student in the special needs program last year.

Yes No

ABRAHAM LINCOLN SCHOOL

RESOURCE ROOM WORKSHOP EVALUATION

Please Check

1. My overall reaction to this workshop is:

(low) 1 2 3 4 5 6 7 (high)

2. My participation in this workshop is:

(low) 1 2 3 4 5 6 7 (high)

3. The usefulness of this workshop for me is:

(low) 1 2 3 4 5 6 7 (high)

List STRENGTHS of this workshop:	List WEAKNESSES of this workshop:

ABRAHAM LINCOLN SCHOOL

RESOURCE ROOM EVALUATION OF TEACHER AIDE*

Name of Aide_____

Room_____ _____ Teacher_____

Check appropriate evaluation below:

RELATIONS WITH OTHERS

___Exceptionally well accepted
___Works well with others
___Gets along satisfactorily
___Has some difficulty working with others
___Works very poorly with others

ATTITUDE--APPLICATION TO WORK

___Outstanding in enthusiasm
___Very interested and industrious
___Average in diligence and interest
___Somewhat indifferent
___Definitely not interested

JUDGMENT

___Exceptionally mature
___Above average
___Usually shows good judgment
___Often uses poor judgment

DEPENDABILITY

___Completely dependable
___Above average dependability
___Usually dependable
___Sometimes neglectful

ABILITY TO LEARN

___Learns very quickly
___Learns readily
___Average
___Rather slow to learn
___Very slow to learn

QUALITY OF WORK

___Excellent
___Very good
___Average
___Below average
___Very poor

ATTENDANCE:___Regular ___Irregular

PUNCTUALITY: ___Regular ___Irregular

OVERALL PERFORMANCE: ___Outstanding___Very good___Average ___Marginal ___Unsatisfactory

PERSONAL APPEARANCE:_____HEALTH:_____

ADDITIONAL REMARKS: (Over if necessary)_____

_____

Teacher_____

Principal_____

Date_____

*Evaluation Form adapted from North Shore Regiona' Teacher Aid Program

Project CEC
Massachusetts Federation of the Council for Exceptional Children
R & K Associates, Inc.
417 Elliott Street
Beverly, MA 01915

ON SITE RATING FORM

Program Visited Teacher(s) Name corrine Collar, et al
School Lincln school
Observer: Roslynn R. Goldsmith
Date of Visit: 5/20/77 Time: 8:30-11:30 p.m.

Please rate each of the following areas for the resource room visited.

1. Facilities
a. Room

Inadequate / Fair / Adequate / Good / Excellent ✓

Comments: The room is well-located and accessible to the rest of the school. It is a large, cheery room divided into several sections. I felt that the room, equipment, furniture, etc. were arranged for maximum comfort and efficiency. Furniture, supplies and equipment were arranged to provide several work areas, quiet areas, and
b. Equipment areas that provided minimal distractions.

Inadequate / Fair / Adequate / Good / Excellent ✓

Comments: The equipment was certainly adequate to provide for the various age groups and activities the resource room provides. All equipment was clean and in good condition and the room had an appearance of order, yet flexibility.

c. Supplies/Materials

Inadequate / Fair / Adequate / Good / Excellent ✓

Comments:
There was a very extensive range of educational materials, testing materials, and leisure materials. Additionally, and more importantly, each teacher spoke of the importance and commitment to creating individualized materials, modeled on est. programs, and also modeled on the child's needs.

2. Referral & Evaluation Process

a. Rate as best you can the resource teacher's role in the core evaluation process.

Inadequate / Fair / Adequate / Good / Excellent ✓

Comments:

Mrs. Collar projected a great deal of confidence and competence in speaking about the diagnostic and educational plan procedure. There is a great deal of harmony and agreement among the staff members in addressing the students' needs.
b. Rate as best you can the overall quality of the core evaluations.

Inadequate / Fair / Adequate / Good / Excellent ✓

Comments:

Observation, home information, etc. are all important components of the core process. The principal was the chief impetus in the design and implim entation of the program and I assume his excellent attitude toward Chapter 766 is reflected in the attitude of the specialists on the staff.

3. Consulting Role

a. How would you rate the consulting role that the resource teacher plays with regular classroom teachers?

Inadequate / Fair / Adequate / Good / Excellent ✓

Comments:

The resource room staff are always available to others in the school for consultation, sharing of materials and sharing of information. Their attitude toward the other teachers seemed open and team-like, rather than segregated.

b. How would you rate the consultation that is provided to the resource teacher?

Inadequate / Fair / Adequate / Good / Excellent ✓

Comments:

As mentioned above, the staff of the resource room seem to be involved in a real sharing process.

4. Relationship with parents and other agencies

a. As best you can, rate what you think the resource teacher's relationship is with parents.

Inadequate / Fair / Adequate / Good ✓ / Excellent

Comments:

Certainly, there is a great deal of communication between the parents and R.R. staff. I feel that programs of educational or psychological support nature could also be offered to assist parents in dealing with their special needs students.

b. With other agencies.

Inadequate / Fair / Adequate / Good / Excellent ✓

Comments:

Mrs. Collar and her staff appear to have an excellent working relationship with the supportive agencies and there seems to be very open two-way communication here.

Curriculum, Program Services

a. Rate the educational program as best you can.

Inadequate / Fair / Adequate / Good / Excellent ✓

Comments:
The program is flexible, the activities were short, meaningful, and rewarding, and there was ample opportunity for one-to-one, group and individual work. Numerous charts recorded the progress of students in each area of work, and I liked the reward system and support given to students who did well. There is a definite awareness ofself-image, as related to academic work, and the teachers worked to heigten the child's own awarenss of his needs w/out negative
b. Rate the supplementary services as best you can. messages.

Inadequate / Fair / Adequate / Good / Excellent ✓

Comments:
Involvement of nurse, social worker, school psychologist, et al seems to be a very beneficial relationship. In particular, there is extensive follow-up and ongoing concern for the child and the services he and his family receive.

c. If aides, volunteers, or students are involved, please rate their effectiveness.

Inadequate / Fair / Adequate / Good ✓ / Excellent

Comments:

Volunteers an' students within the resource room population are used. Their tasks are clearly defined and they are receiving positive reinforcement for their efforts.

Overall Rating

Overall, keeping in mind that we are looking for the 6 best programs, how would you rate this program?

Shouldn't be considered / Below Average / Average / Very Good / Definetely A Model ✓

Comments: (Please list any comments on the back of this page.)

I strongly recommend this program as a model for the state for several reasons.

Firstly, it is evident that the staff of the resource room has a strong commitment and humanistic approach to the child as a person. Concern for self-image, services to parents and the total child are prevalent in the attitude of the staff.

The staff of the resource room also has developed a fine rapport with other teachers and support personnel within the building. This means that the communication lines are always open and the flow of ideas, materials, and strategies is constnat. The image of the resource room as an open and rewarding environment does much for the concept of Chapter 766 and the notion of "special help."

Concern and support of the principal, social worker, school nurse, e is evident, and I feel important in a school such as this. The cross-section of students from various family backgrounds is vast, and there is a need to present a unified and confident approach. This need is met.

Finally, and perhaps most importantly, the teachers, Mrs. Collar, the reading teacher, l.d.specialist. speech therapist, and junior high teacher also communicate a confidence in themselves, their stud their goals and their results thus far. This confidence is infectious, and must certainly extend to the students, who appeared to be happy, eager to work, and pleased with their successes when I observed them within this environment. The end product, the student, is hardly overlooked here, in fact is the focus of the work of this dedicated professional team.

ABRAHAM LINCOLN SCHOOL
Revere, Massachusetts

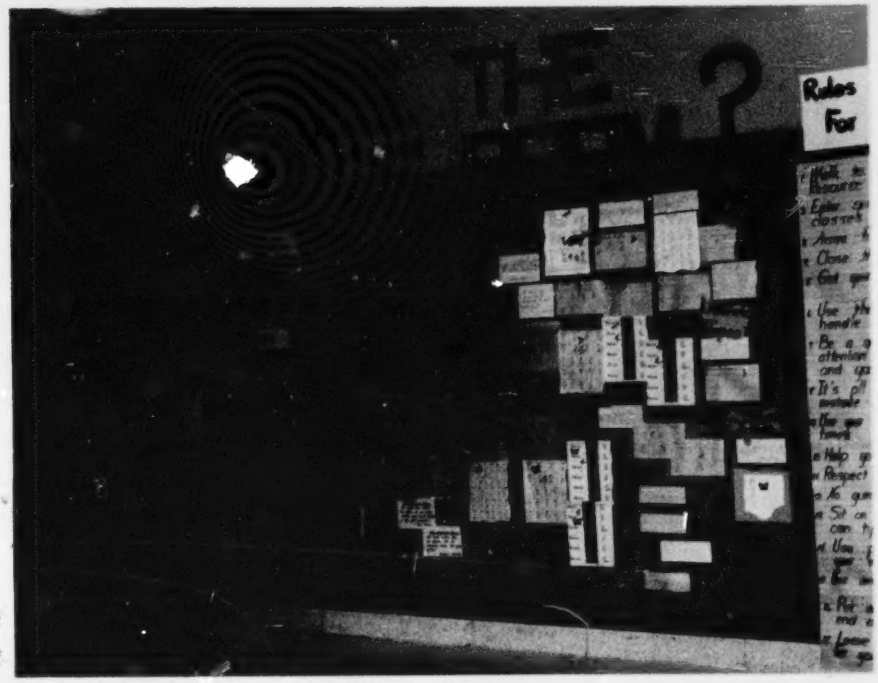
RESOURCE ROOM NEWS!

Beginning, Monday, January 3, 1977, children who receive Resource Room services with Mrs. Collar and Miss Coccimiglio and some students of Mrs. Cutler, our speech/language therapist, will have a turn inviting a guest to one class session. We're calling it "Bring-a-Friend Day." Since only one guest will attend a class at a time, the effectiveness of the small group instruction should remain intact.

The Resource Room student will be notified of his/her turn and will then relay the news to you. The guest can be any member of the classroom and will come with your approval and at your convenience.

Looking forward to meeting new friends,

THE RESOURCE ROOM STAFF


Rules
For

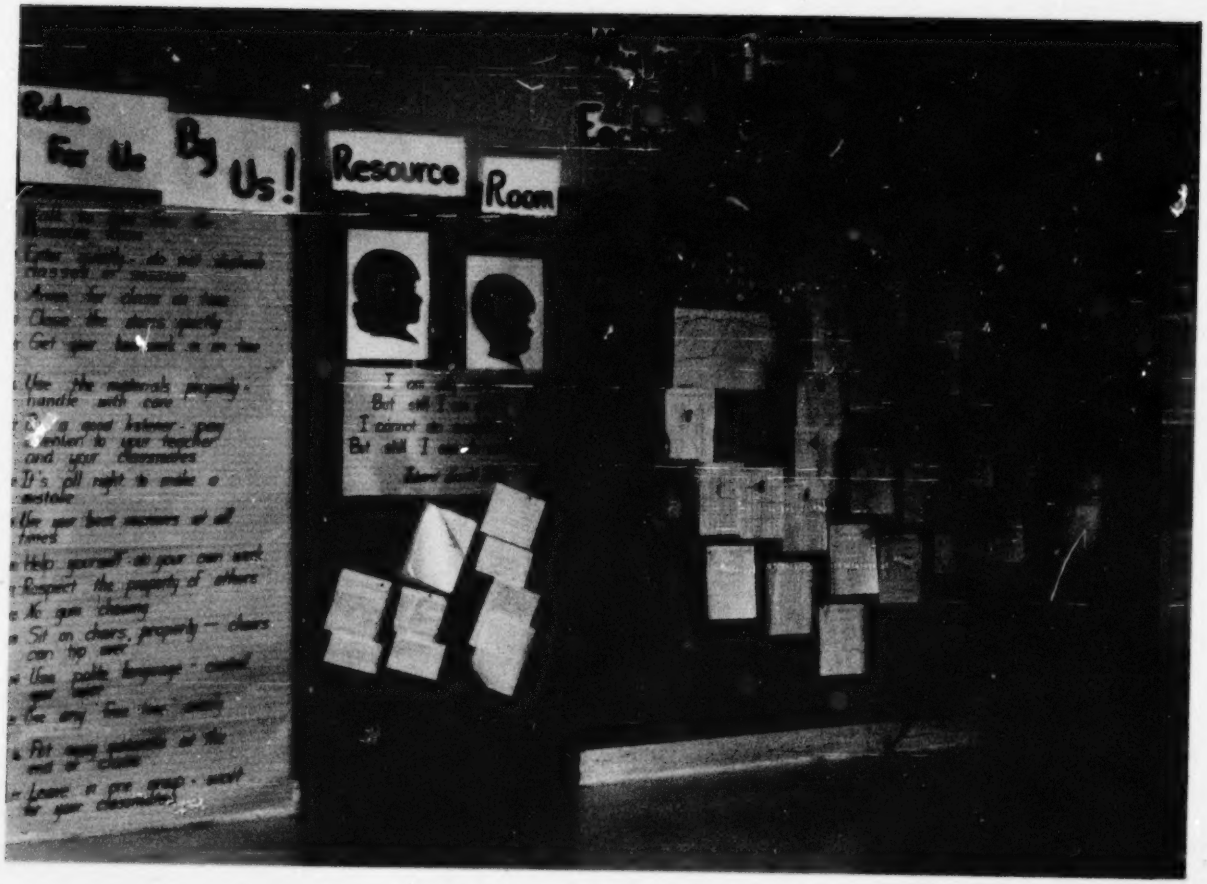
Short Vowel V. Hop
a e i
o u

Corrective Reading

Speech and Language

Learning Disability

Learning Disability



Mission Accomplished